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PREFACE

Kurikulum 2013 dirancang untuk menyongsong model pembelajaran Abad 21. Di dalamnya terdapat pergeseran pembelajaran dari siswa diberi tahu menjadi siswa mencari tahu dari berbagai sumber belajar melampaui batas pendidik dan satuan pendidikan. Peran Bahasa Inggris dalam model pembelajaran ini menjadi sangat sentral mengingat lebih banyak sumber belajar dalam Bahasa Inggris dibandingkan dengan sumber belajar dalam semua bahasa lainnya.

Makin datarnya dunia dengan teknologi informasi dan komunikasi menyebabkan pergaulan tidak dapat lagi dibatasi oleh batas-batas negara. Kurikulum 2013 menyadari peran penting Bahasa Inggris tersebut dalam menyampaikan gagasan melebihi batas negara Indonesia serta untuk menyerap gagasan dari luar yang dapat dipergunakan untuk kemaslahatan bangsa dan negara. Dengan demikian, kompetensi lulusan pendidikan menengah yang dirumuskan sebagai mampu menjadi cerminan bangsa yang berkontribusi aktif dalam pergaulan dan peradaban dunia dapat tercapai.

Sejalan dengan peran di atas, pembelajaran Bahasa Inggris untuk Pendidikan Menengah Kelas XII yang disajikan dalam buku ini disusun untuk meningkatkan kemampuan berbahasa. Penyajiannya dengan menggunakan pendekatan pembelajaran berbasis teks, baik lisan maupun tulis, dengan menempatkan Bahasa Inggris sebagai wahana komunikasi. Pemahaman terhadap jenis, kaidah, dan konteks suatu teks ditekankan, sehingga memudahkan siswa menangkap makna yang tersurat dan tersirat dalam suatu teks; juga untuk menyajikan gagasan dalam bentuk teks yang mudah dipahami makna kandungannya dan diapresiasi keindahan pilihan rangkaian katanya.

Sebagai bagian dari Kurikulum 2013 yang menekankan pentingnya keseimbangan kompetensi sikap, pengetahuan, dan keterampilan, kemampuan berbahasa Inggris yang dituntut dibentuk melalui pembelajaran berkelanjutan. Hal ini dimulai dengan meningkatkan kompetensi pengetahuan tentang jenis, kaidah, dan konteks suatu teks, dilanjutkan dengan kompetensi keterampilan menyajikan suatu teks tulis dan lisan. Kompetensi tersebut dilakukan baik secara terencana maupun spontan dengan pelafalan dan

intonasi yang tepat, dan bermuara pada pembentukan sikap kesantunan berbahasa dan sikap menghargai keindahan bahasa.

Buku ini menjabarkan usaha minimal yang harus dilakukan siswa untuk mencapai kompetensi yang diharapkan. Sesuai dengan pendekatan yang digunakan dalam Kurikulum 2013, siswa diajak untuk berani mencari sumber belajar lain yang tersedia dan terbentang luas di sekitarnya. Peran guru dalam meningkatkan dan menyesuaikan daya serap siswa dengan ketersediaan kegiatan pada buku ini sangat penting. Guru dapat memperkayanya dengan kreasi dalam bentuk kegiatan-kegiatan lain yang sesuai dan relevan bersumber dari lingkungan sosial dan alam.

Sebagai edisi pertama, buku ini sangat terbuka terhadap masukan dan akan terus diperbaiki dan disempurnakan. Oleh karena itu, kami mengundang para pembaca untuk memberikan kritik, saran, dan masukan guna perbaikan dan penyempurnaan edisi berikutnya. Atas kontribusi tersebut, kami ucapkan terima kasih. Mudah-mudahan kita dapat memberikan yang terbaik bagi kemajuan dunia pendidikan dalam rangka mempersiapkan generasi seratus tahun Indonesia Merdeka (2046).

Tim Penulis

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Chapter 1

May I Help You?

Source: *www.cdn2.dubaiairports.ae*

Tujuan Pembelajaran:

Setelah mempelajari Bab 1, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapinya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *May I help you*? *What can I do for you*?, *What if* ...?)

4.1 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan menawarkan jasa, dan menanggapinya dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

A. WARMER

PROSEDUR	INSTRUKSI/CATATAN
- Untuk kegiatan pemanasan dalam menyiapkan siswa memasuki topik unit ini, siswa diajak bermain menyusun kata-kata tentang 10 ciri teman yang baik. Kata–kata ini sebenarnya hurufnya beraturan, namun pemenggalan kata ketika disusun ke bawah membuat kata-kata tersebut seakan-akan susunan hurufnya tidak beraturan. - Siswa diminta berdiskusi menemukan kata-kata tersebut. Setelah itu, siswa dimotivasi untuk saling bertanya pada pasangan belajarnya ciri-ciri lain teman yang baik. Setelah menemukan kurang lebih 5, siswa diminta menyusun ke bawah ciri-ciri tersebut dengan pemenggalan yang sembarangan seperti daftar kata-kata pada WARMER. - Siswa kemudian saling bertukar pekerjaan dan saling menerka kata-kata apa yang dituliskan oleh temannya. - Selanjutnya guru menggarisbawahi sifat-sifat baik dalam pertemanan dan mengaitkannya	- *Ok, students. We're going to find top 10 qualities of a good friend. You can find them in the columns. Look at the words in the column, the words are written connectedly with one another. The capitalization is not correct, either. Read it carefully, separate one word from the other. Number 1 is done for you as an example, the first quality is 'trustworthy.' What are the other nine qualities? Work in pairs and compete to be the quickest in finding them.* - *Okay, now discuss with your friends 5 qualities of a good friend other than the ones in the list above. Then, write downward and connect one another like the words in the columns.* - *Next, exchange your connected words with other groups' work. Find good qualities of a friend from your friends' list.*

dengan topik pelajaran, yaitu *'offering help'*. Teman yang baik biasanya menawarkan bantuan pada temannya. - Guru juga menambahkan bahwa pembahasan juga akan mencakup penawaran jasa.	- *You have learnt good qualities of a friend. One of them is offering a help. Do you offer a help to your friends? All right, in this chapter, you'll learn how to offer a help in English and how to respond to it. You will also learn how to offer a service and how to respond to it.*

1. trustworthy 2. forgiving 3. loyal 4. straightforward 5. enthusiastic	6. dependable 7. respectful 8. selfless 9. supportive 10. non judgmental 11. inspiring

B. VOCABULARY BUILDER

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa untuk bekerja berpasangan. Guru membimbing siswa mengamati kosakata yang ada dalam daftar dan melengkapi artinya. Jika siswa tidak mengetahui, mereka diminta untuk membuka kamus.	- *Now, work in pairs. Write down the meanings of the words. If you don't know the meaning, open your dictionary.*

C. PRONUNCIATION PRACTICE

PROSEDUR	INSTRUKSI/CATATAN
- Guru memberikan contoh cara membaca kata-kata yang ada dalam bagian ini dengan pelafalan yang benar. Guru memberikan contoh pelafalan yang benar.	- *Okay, listen to me. I'll show you the correct pronunciation of the words. Repeat after me.*

D. DIALOG: OFFERING HELP/SERVICES

PROSEDUR	INSTRUKSI/CATATAN
Task 1: Observe the dialogs. - Guru memberi contoh empat dialog dalam bahasa Inggris yang di dalamnya terdapat ungkapan *offering help or services*. Guru membimbing siswa menganalisis fungsi sosial, struktur teks, dan ciri kebahasaan *offering help or services* pada keempat dialog tersebut melalui kegiatan menjawab pertanyaan yang ada.	- *Well, students. Look at the dialogs. Try to understand them. After that, answer the following questions. You may work with your friends.*
Task 2: Listen and read the dialogs. - Siswa menyimak guru membacakan contoh dialog pada Task 1. Siswa menirukan membaca dialog dengan pelafalan yang benar (berpasangan dengan siswa lain).	- *Okay, students. Now, listen to me. I'll read Dialog 1. .... Now, practice the dialog with your friends.... Next, I'll read Dialog 2 and after that, you'll read it with your friends again. ...*

PROSEDUR	INSTRUKSI/CATATAN
- Secara berpasangan siswa berlatih melakukan *role play* dari dialog pada Task 1. Semua siswa melakukannya secara bersamaan, sehingga siswa tidak perlu merasa malu. Pada saat siswa memerankan dialog ini, guru berkeliling memonitor aktivitas siswa. - Setelah selesai, guru bisa meminta empat pasang siswa untuk melakukan dialog-dialog itu satu per satu. Guru dapat memilih pasangan yang melakukan dialog paling baik atau siswa yang ingin melakukannya sendiri.	- *Now, do the role play for the dialogs. Try not to read from your book.* - *Okay, who wants to practice the dialog in the front of the class?* *Excellent.*

Questions

1. Where do you think each conversation takes place?
    a. Dialog 1: in a doctor's room
    b. Dialog 2: in a bus station (Arjosari, Malang)
    c. Dialog 3: at school
    d. Dialog 4: at home

2. What are the relationships between the speakers?
    a. Dialog 1: doctor-patient
    b. Dialog 2: tourist-ticket seller
    c. Dialog 3: friends
    d. Dialog 4: friends

3. What are the functions of the underlined words?
   Responses of expressions of offering of help/services.
4. What are the functions of the italicized words?
   Expressions of offering help/services.

5. In Dialog 1, what does dr. Nahda say to help Fafa? What will dr. Nahda do to help Fafa?
   Dr. Nahda says, 'What can I do for you?', 'What's the problem?' and 'okay, let me check your stomach'. He will check Fafa's stomach.

6. Look at Dialog 2. What does Tania offer to the stranger? Does the stranger accept Tania's offer? What does he say?
   a. She offers a bus ticket indirectly.
   b. The stranger accepts Tania's offer by saying, 'Yes. I need to go to Jakarta," …… "Thank you. I will buy the bus ticket, then."

7. Who is offering a help in Dialog 3? What does she say? Is the offer accepted?
   In Dialog 3, Dhea is offering a help. She says, "Would you need my help?" The offer is not accepted (No, thanks. I'll do it as soon as possible).

8. In Dialog 4, what does Diana say to offer a help? Does Hamada accept or refuse the help? What does she say?
   Diana says, "What if I help you with the preparation?" Hamada refuses the offer politely by saying, "Oh, it's a very nice of you. But I'm going to do it with my sister. Thanks for the offer."

9. Write the patterns of offering help/services. May I help you…?, Would you like ...?, What if I ...?)

10. Write possible responses for offering help/services.
    - Acceptance: Yes, I need …, Yes, I'd love to …, Thanks a lot.
    - Refusing/confronting: No, thank you …, Yes, but ..., Thanks a lot, but ...

E. VOCABULARY EXERCISE

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa untuk membaca dialog secara berpasangan dan melengkapi teks yang kosong dengan kata-kata/ekspresi yang sesuai. Latihan ini untuk memantapkan pemahaman siswa tentang penggunaan ekspresi *offering help/services* dan responnya.	- *Work in pairs. Read the dialog and complete the blanks. Then, practice the dialogs with your friends.*

Dialog 1

Roni : You know what! Our favourite singer Maher Zain is touring here again next month.
Roy : Wow! That sounds fantastic.
Roni : We will get a discounted price for the concert tickets in the news agency if we can show our student ID card. Would you like me to get your ticket?
Roy : No, thank you. I am fine. We can do it together.

Dialog 2

Zahra : Have you heard the latest news about our school?
Raisa : No. What about it?
Zahra : It got Grade A from the National Accreditation Body.
Raisa : Wow! That's terrific. We should be very proud.
Zahra : We are. It means that our school is of good quality.
Raisa : We should celebrate it, don't you think?
Zahra : Yes, you're right. What if I invite all students to celebrate it?
Raisa : That would be good. Thanks for having the ideas.

Dialog 3

Diani : What do we have to prepare for the next trip?
Riana : We are supposed to bring winter clothes. Three pieces at least. We also have to take our personal medication.
Diani : Oh, I don't have any winter clothes and I don't have enough time to find ones.
Riana : My sister has two jackets good enough for going out in the snow. What if I ask her to lend you hers?
Diani : That would be very helpful. Thank you very much.
Riana : No worries, mate.
Diani : Are we supposed to bring some food as well?
Riana : No. It's provided by the school.

F. GRAMMAR REVIEW

Guru meminta siswa untuk memerhatikan ekspresi dalam menawarkan bantuan dan jasa pada dialog di bagian D. Guru juga perlu meminta siswa untuk memerhatikan kembali pertanyaan dalam kotak pertanyaan, khususnya nomor 9 dan 10, sebagai berikut.

9. Write the patterns of offering help/services: May I help you…?, Would you like …?, What if I …?)
10. Write possible responses for offering help/services:
    - Acceptance: Yes, I need …, Yes, I'd love to …, Thanks a lot.
    - Refusing/confronting: No, thank you …, Yes, but …, Thanks a lot, but …

Guru meminta siswa untuk melengkapi tabel dengan pola ekspresi untuk menawarkan jasa, memberi contoh-contoh lain dan menyebutkan responnya. Contoh jawaban seperti dalam tabel berikut, guru dapat mengembangkan sendiri.

Pattern	Examples	Responses
May I …..?	May I help you?	Thanks a lot.
	May I do it for you?	That will be very helpful. Thanks.
	May I call a taxi for you?	No, thanks. I am fine.
What can I…..?	What can I do for you?	Can you show me the direction to the post office, please?
	What can I do to help you?	Please, call this number ….
	What can I write to complete the assignment?	Nothing. I can finish it myself. Thanks for offering.
Would you…..?	Would you like me to take red shoes?	Yes, I'd love to see them.
	Would you…..?	No, thank you. I just want this.
	Would you like a bowl of soup?	Yes, please. That will be good.
Dan seterusnya.		

G. SPEAKING

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa untuk mengerjakan Task 1 dengan cara mengelompokkan siswa dalam kelompok. Masing-masing kelompok terdiri atas 4 orang. - Siswa membuat dialog sesuai dengan situasi yang disebutkan. Guru minta siswa untuk mengerjakan Task 2. Masing-masing kelompok memilih satu dialog untuk dipertunjukkan kepada teman sekelas. - Guru mengatur sedemikian rupa sehingga semua dialog diperankan oleh siswa.	- *Now work in groups of four. Write a dialog for each situation provided. You can use the previous dialogs as the examples.* - *Well, let's move on to Task 2. It's time for you to do a role play. Choose one of the dialogs and perform a play based on the dialog.*

Guru membimbing siswa untuk melakukan refleksi dan memberikan bantuan kepada siswa yang belum menguasai materi. Bantuan dapat diberikan di luar waktu pembelajaran.

Chapter 2

Why Don't You Visit Seattle?

Source: www.artwallpaperhi.com

Tujuan Pembelajaran:

Setelah mempelajari Bab 2, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *if* dengan *imperative, can, should*).

4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

A. WARMER: PAIRWORK

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa untuk kerja berpasangan. Guru memberi kesempatan kepada siswa untuk berdiskusi tentang tempat-tempat yang ingin mereka kunjungi saat mendatangi suatu kota yang belum pernah dikunjungi. - Diskusi ini merupakan persiapan bagi siswa untuk memahami teks selanjutnya tentang tempat-tempat yang perlu dikunjungi di kota Seattle, Amerika Serikat.	- *Now, work in pairs. Imagine that you come to a new city. What do you expect? What do you feel when you arrive there? And what places do you want to visit? Tell your friends about these.* - *Okay, you've discussed with your friends about your expectations, feelings and places you want to visit when coming to a new place. Now, read the following text and check whether the places mentioned in the text are similar to places you want to visit.*

B. VOCABULARY BUILDER

foolproof (adj) : infallible
stroll (v) : walk leasurely
produce (n) : crop, foodstuffs
amid (prep) : among, along with, in the middle of
hubbub (n) : noise
cozy (adj) : comfortable, homely
wildlife (n) : nature, birds
leisure (n) : free time, spare time
sophisticated (adj) : refined, highly developed
aviation (n) : flight
assemble (v) : bring together, build
treat (n) : luxury, pleasure

C. PRONUNCIATION PRACTICE

PROSEDUR	INSTRUKSI/CATATAN
- Guru menunjukkan cara melafalkan kosakata tertentu, meminta siswa memerhatikannya dan kemudian menirukan.	- *Listen to me. Then, repeat after me.*

D. READING COMPREHENSION

PROSEDUR	INSTRUKSI/CATATAN
- Sebelum meminta siswa untuk membaca teks dan siswa belum membuka buku, guru menuliskan kata SEATTLE di papan tulis. - Guru lalu bertanya kepada siswa, apa Seattle itu, di mana posisi Seattle, dan kira-kira apa yang bisa mereka lihat atau nikmati di kota itu. - Guru menuliskan di papan tulis prediksi siswa tentang hal-hal yang bisa mereka nikmati di Seattle. - Selanjutnya, guru meminta siswa untuk membaca teks sekilas selama lima (5) menit. - Guru mengajak siswa mengidentifikasi mana prediksi siswa di papan tulis yang sesuai dengan teks bacaan.	- *"Have you heard about Seattle? What is it? Where is it located? What do you expect to see and enjoy there?"* - *What do you think you can see in Seattle? Make a prediction of it.* - *Read the text for 5 minutes.* *Have you finished? Now, you can check whether your prediction is correct or not.*

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa untuk kembali melihat teks dan mengidentifikasi kosakata baru dan memerhatikan kosa kata yang tertulis dalam *vocabulary builder*, lalu mencari padanan katanya di kamus. - Guru meminta siswa untuk mengerjakan Task 1, Task 2 dan Task 3 di *Reading Comprehension.*	

E. GRAMMAR REVIEW

PROSEDUR
Task 1: *Identifying the 'if' sentences* - Guru mengajak siswa mengidentifikasi pola kalimat yang ada di teks bacaan. 1. If you visit Seattle, the first thing to do is feeling the fresh air on your face as you sail to Bainbrige Island on a Washington State Ferry. **Pattern 1: If clause + imperative** 2. If you want to enjoy Bainbrige Island, stroll around downtown's galleries, boutiques, coffee houses and cafes. **Pattern 2: If clause + imperative** 3. If you visit Seattle, why don't you tour Pike Place Market's produce stands and buy something you've never tasted. **Pattern 3: If clause + suggestion** 4. Unless you have allergic to noises, make sure you take time to spot these beloved icons. **Pattern 4: If clause + imperative**

5. If you have enough time, tour the numerous art galleries in Friday Harbor.

   Pattern 5: If clause + imperative
6. If you visit Seattle, see exciting and experimental works at Chihuly Garden and Glass.

   Pattern 6: If clause + imperative

   If you visit this city, you should explore the Space Needle and Pacific Science Center.

   Pattern 7: if clause + suggestion
7. If you visit Seattle, watch the world's most sophisticated aircraft be built before your eyes at the Boeing factory in Mukilteo.

   Pattern 8: if clause + imperative
8. If you are curious to know about it, you should explore the dynamics of flight and experience new aviation innovation.

   Pattern 9: if clause + suggestion

Task 2 : Practice the dialog.
- Guru meminta siswa untuk mempraktikkan percakapan dengan teman sebangku.
- Guru meminta siswa untuk mendiskusikan pola penggunaan kalimat 'if' yang ada dalam percakapan dan mengisikan jawabannya pada tempat yang tersedia.

1. Pattern 1: 'if clause' + a reminder
2. Pattern 2: 'if clause' + a suggestion
3. Pattern 3: 'if clause' + a general truth
4. Pattern 4: 'if clause' + an imperative
5. Pattern 5: 'if clause' to show a dream

Task 3 : Fill in the blanks.
- Guru meminta siswa untuk mengidentifikasi contoh kalimat 'if' yang ada dalam percakapan dan menuliskannya pada tempat yang tersedia.

1. An example of ‘if clause’ + a reminder is: “If you want to pass the exam, you have to study harder.”
2. An example of ‘if clause’ + a suggestion is:"If you want to be a medical doctor, you have to prepare it from now on," "If you want to go to the USA, you should save money."
3. An example of ‘if clause’ + a general truth is: “Unless you put some cherry on it, your cake will look pale and dull.”
4. An example of ‘if clause’ + an imperative is: “If you want to be the head of OSIS, offer a good program to improve the school environment.”
5. An example of ‘if clause’ to show a dream is: “If I am elected as a president, I will waive taxes for poor people.”

F. WRITING

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa untuk melihat bacaan yang mereka bawa dari rumah (pada pertemuan sebelumnya guru memberi PR siswa untuk membawa bacaan yang mengandung 'if clause'), lalu mengidentifikasi ‘if clauses’.	- *Well, students. Do you bring a text from home? Now, identify the 'IF' clause.*
- Guru meminta siswa untuk menuliskan hasil identifikasinya di tempat yang tersedia. Setelah itu, guru meminta siswa untuk menunjukkan hasil identifikasinya kepada teman dan meminta pendapat mereka.	- *Write down your identification in the place provided.* *Now, show your work to your chair-mate and discuss with her/him.*

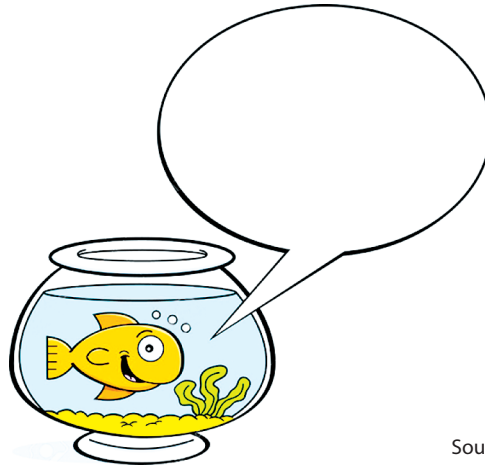
G. SPEAKING PRACTICE

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa untuk memberikan saran kepada teman yang ingin mengunjungi suatu tempat yang telah dikunjungi siswa tersebut. Agar saran yang diberikan tepat, guru meminta siswa untuk menuliskannya terlebih dahulu pada tempat yang tersedia.	

H. REFLECTION

PROSEDUR
- Guru meminta siswa untuk melakukan refleksi. Guru memberikan tanya-jawab singkat untuk mengukur pemahaman siswa terhadap materi yang diajarkan sesuai dengan daftar pertanyaan dalam refleksi di buku siswa.

Chapter 3

Creating Captions

Source: www.previews.123rf.com

Tujuan Pembelajaran:

Setelah mempelajari Bab 3, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks *caption*, dengan memberi dan meminta informasi terkait gambar/foto/tabel/grafik/bagan, sesuai dengan konteks penggunaannya.

4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk *caption* terkait gambar/foto/tabel/grafik/bagan.

4.3.2 Menyusun teks khusus dalam bentuk teks *caption* terkait gambar/foto/tabel/grafik/bagan, dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

A. WARMER: VIDEO WATCHING

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa berpasangan. - Guru menjelaskan apa yang akan dilakukan oleh guru dan siswa. - Selanjutnya, guru memutar sebuah potongan film selama 10 menit tanpa suara dan meminta siswa untuk memperkirakan percakapan antar para tokoh dalam film. Guru menghentikan film pada tempat-tempat tertentu untuk memberi kesempatan siswa dalam menuliskan percakapan tersebut. - Setelah selesai, guru meminta siswa untuk membacakan percakapannya kepada pasangan lain dan teman sekelas. Guru memutar sekali lagi potongan film tersebut dan meminta siswa untuk mengecek apakah percakapan yang mereka tulis sesuai dengan percakapan asli di film.	- Kalau guru kesulitan untuk melaksanakan aktivitas ini, guru bisa mengganti dengan menunjukkan contoh-contoh gambar dalam *caption* (bisa dari potongan koran/majalah) dan meminta siswa untuk menebak tulisan di dalamnya. - *Now, show your captions to your friends and discuss with them.* *Let's check whether your captions are similar to those in the film.*

B. READING CAPTIONS

PROSEDUR	INSTRUKSI/CATATAN
- Guru menjelaskan bahwa tulisan di film itu adalah salah satu contoh *caption*.	

- Guru lalu menyajikannya dengan topik yang dibahas yaitu *caption* dan menjelaskan tujuan pembelajarannya **Task 1:** - Semua siswa diminta untuk mengamati *caption* dan berdiskusi dengan teman untuk menentukan mana *caption* dan mana yang bukan. Kunci jawaban: semua gambar adalah *caption*. Guru lalu menjelaskan apa itu *caption* sambil memberi lebih banyak contoh *caption* seperti di buku. **Task 2:** - Guru meminta siswa untuk mengamati *caption* dan menjawab pertanyaan yang menyertai. **Task 3:** - Siswa berdiskusi dalam kelompok untuk membuat simpulan tentang *caption* dengan menjawab pertanyaan yang tersedia. **Task 4:** - Guru meminta siswa untuk mengamati *caption* sekali lagi untuk memahami pesan dalam *caption*. - Guru meminta siswa untuk menuliskan jawabannya di tempat yang telah tersedia. **Task 5:** - Guru meminta siswa untuk melengkapi teks percakapan dengan memerhatikan *caption* yang ada di buku. - Guru meminta siswa untuk mempraktikkan percakapan.	- *The captions that you saw in the movie are examples of caption. There are many other captions that you'll learn in this chapter.* *So, in this chapter, you'll learn different kinds of captions, social functions, and structure of captions* - *Now, look at these pictures. Which ones are captions?* *All of these are captions. Captions are ....* - *Now, look at the captions and answer the questions next to each caption.* - *Look at captions 1–9. Try to understand the messages in each caption. Then, write down in the column.*

Dialog 1:

- A: Which caption(s) do you like?
- B: I like caption number four.
- A: Why do you think so?
- B: It plays words so interestingly. It's clever. What about you, which one(s) do you like?
- A: I think number 1 is not a good caption.
- B: Can you tell me why you like it?
- A: The words are not put properly. I mean I like the picture of the flowers, but the caption writer cannot make it become an interesting caption.

Dialog 2:

- A: Which caption do you like the best?
- B: I like caption number 4. The font is so interesting and the combination of black and white colours provides a clear contrast. What about you, which one do you like the best?
- A: I like caption number 5. The yellow colour with the greeny nature background gives an interesting image.
- B: I like it, too. The words also give a clear message about the article to come afterwards.

Task 6: - Guru meminta siswa untuk berkelompok. Setiap kelompok memiliki dua *caption* yang ada di *Task 1*, lalu mendiskusikan tiga hal: apakah *caption* tersebut bagus, pesan apa yang ada di dalamnya, dan tata bahasa apa yang digunakan.	- *Please work in groups. Then, choose two captions from Task 1.* *Discuss in your grup, whether they are good, what the messages are, and what grammar is used.*

C. WRITING AND DESCRIBING CAPTIONS

PROSEDUR	INSTRUKSI/CATATAN
- Guru menjelaskan tips membuat *caption* yang baik. - Kemudian guru meminta siswa untuk berkelompok. Guru meminta agar masing-masing siswa mengeluarkan *caption* mereka lainnya yang telah difotokopi sebanyak 4 (empat) kali. - Guru menjelaskan hal yang akan dilakukan oleh siswa untuk menulis kata-kata dalam *caption*. - Masing-masing siswa secara bergantian membagikan *caption*-nya kepada siswa lain dan meminta mereka untuk menuliskan kata-kata yang cocok untuk *caption*-nya. - Setelah selesai, guru membahas tentang *caption* yang telah dibuat siswa dan mendiskusikan dengan siswa yang kesulitan dalam membuat *caption*.	- *Please take a look at the picture closely. What do you think the suitable words to complate the picture are? ... Let's read and understand the explanation about captions. Feell free to ask if you have difficulties.* - *Okay, students. Last week I asked you to bring a picture and make 4 copies of it. Now, work in groups of four. Distribute your picture to your friends and ask your friends to write captions on the picture.* *Now, start with a picture of the first student. Distribute it to other students and write a caption on it.* .... *Good. Now, each student reads your caption to your friends in group and discuss it.* *... Now, picture from the second student. Do it like before ....* - *Well, you've tried to make captions. Do you think it's easy or difficult. What difficulties did you find when writing a caption?*

D. REFLECTION

PROSEDUR
Guru meminta siswa untuk melakukan refleksi. Guru memberi tanya-jawab singkat untuk mengukur pemahaman siswa terhadap materi yang diajarkan. *1. Do you know why people write captions?* *2. Where do you usually find captions?* *3. What can make people understand the message in a caption?* *4. Do you know how to write a text accompanying captions?* *5. What can you learn from this chapter?* *6. Do you have any difficulties in understanding and writing captions?*

Chapter 4

Do You Know How to Apply for a Job?

Source: *www.adweek.com*

Kompetensi Dasar:

Setelah mempelajari Bab 4, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

3.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi terkait jati diri dan latar belakang pendidikan/pengalaman kerja, sesuai dengan konteks penggunaannya.

4.2.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat lamaran kerja, yang memberikan informasi antara lain terkait jati diri dan latar belakang pendidikan/pengalaman kerja.

4.2.2 Menyusun teks khusus surat lamaran kerja, yang memberikan informasi antara lain terkait jati diri dan latar belakang pendidikan/pengalaman kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

A. WARMER: BOARDGAME (MINDMAP)

PROSEDUR	INSTRUKSI/CATATAN
- Guru membagi siswa menjadi 4 (empat) kelompok dan membimbing mereka untuk melengkapi diagram *mindmapping* tentang profesi. Profesi sebagai *secretary* diambil sebagai contoh. - Secara berkelompok siswa menyebutkan tugas-tugas yang harus dilakukan oleh masing-masing profesi.	- *In this chapter, we will learn about texts related to job applications. Let's start the chapter by playing a board game. This is a game about professions.* - *Alright, now divide the class into four groups. Complete the diagram using information related to professions. Please observe the example; that is a job as a secretary. Notice any information related to 'secretary'. Now, do like this example, please. For all the professions, complete the diagrams with your group members. The group who finishes first is the winner. Come on. One, two, three … Go.*

B. VOCABULARY BUILDING

PROSEDUR	INSTRUKSI/CATATAN
- Guru dapat meminta siswa untuk bekerja berpasangan.	- *Now, work in pairs.*

PROSEDUR	INSTRUKSI/CATATAN
- Guru membimbing siswa mengamati dan memahami kosakata yang ada dalam daftar dan mencari pasangan artinya. Jika siswa tidak tahu, mereka diperbolehkan membuka kamus.	*Study the words carefully by matching the words in the left column to their meaning in the right column. If you don't know the meaning, open your dictionary. You will find those words in the texts that we are going to learn in this chapter.*

C. PRONUNCIATION PRACTICE

PROSEDUR	INSTRUKSI/CATATAN
- Guru memberikan contoh pelafalan yang benar pada siswa. Selanjutnya, siswa mengulang pelafalan kata-kata tersebut sampai benar. - Guru memberikan contoh cara melafalkan kata-kata yang sedang dipelajari dengan benar. Pertama-tama kegiatan berlatih melafalkan dilakukan secara klasikal, dan selanjutnya kegiatan berlatih melafalkan dilakukan secara individu.	- *Okay, listen to me carefully, please. I'll show you the correct pronunciation of the words. All of you, then, repeat after me.* - *Now, it's time for you to practice reading the words individually. (Please mention students' names in your class).*

D. READING COMPREHENSION

PROSEDUR	INSTRUKSI/CATATAN
Comprehension Questions - Sebelum meminta siswa membaca teks surat lamaran kerja, guru memastikan bahwa siswa memahami pertanyaan yang ada pada bagian task 1. - Kemudian guru membimbing siswa untuk membaca dan memahami isi contoh surat lamaran kerja secara saksama melalui latihan yang ada. Guru meminta siswa untuk menjelaskan jawaban mereka. - Selanjutnya, guru membimbing siswa menganalisis fungsi sosial, struktur teks, dan ciri kebahasaan surat lamaran kerja melalui latihan yang disediakan - Melalui kegiatan tanya jawab, siswa memberikan komentar dan pandangannya tentang fungsi surat lamaran kerja, ketepatan unsur kebahasaannya, format, tampilan, dan sebagainya. **Questioning Activities** - Guru membimbing siswa untuk bertanya dengan menuliskan segala sesuatu yang menjadi permasalahan dalam bentuk pertanyaan.	- *Before you read the text, please refer to the instructions in task 1. Read the questions carefully. Do you understand all the four questions? Then, try answer them to.* - *OK, now read the text carefully and silently. Notice the numbers in the brackets. Do you see that there are number one up to number seven?* - *Finished reading? Let us refer to the comprehension questions. Then, answer the questions. Explain why you think so.* - *Do you still have questions? Write down your questions and take turns asking and answering questions with your partner. Compare your answers to your partner's.*

PROSEDUR	INSTRUKSI/CATATAN
Guru selanjutnya meminta siswa menanyakan permasalahan mereka kepada teman terdekat. Setelah secara individu membuat pertanyaan, siswa dapat berdiskusi dengan teman terdekat, dan mereka bisa saling bertanya dan menjawab.	- *Identify relevant words (data) from the text to support your answers. If you're not sure, check the answers with the teachers.*

E. VOCABULARY EXERCISES

PROSEDUR	INSTRUKSI/CATATAN
- Guru membimbing siswa mengamati kosakata. Secara berpasangan, siswa mengerjakan latihan mengaplikasikan kosakata yang sudah dipelajari ke dalam konteks yang lain. 1. *Siti still cannot hide her happiness because her investigation report about high school students' eating habit **appeared** on a regional newspaper yesterday.*	- *As you already know the meaning of the new words in the vocabulary builder as well as those in the text, now use the following words to fill in the blanks. Consider the contexts of the sentences in choosing the right words.*

PROSEDUR	INSTRUKSI/CATATAN
2. *Butet frequently initiates speaking in English with her classmates because one of the* ***requirements*** *appearing in job vacancy advertisement in the internet and newspaper require English fluency.* 3. *Students of XII E class made class pledge stating their commitment to stop bullying* ***in order to*** *create positive classroom atmosphere for every class member.* 4. *I support Eva Tuarita to be the new head of our student association because she possesses all the* ***qualifications*** *to be a good leader for us.* 5. *Ratu Tita has written a letter addressed to the principal of our school asking permission not to attend classes for 2 days because she and I will join an English speech competition.* ***Attached to*** *the letter is our completed application letter to join the event, which is also signed by our English teacher.*	

PROSEDUR	INSTRUKSI/CATATAN
6. *As good **colleagues**, our teachers visited our English teacher who has been sick for a week. Some of us also went there together bringing our her favorite fruit.* 7. *Maya's calm personality is really **suited** for her role as one of the school mediators that help conflicting students achieve conflict resolution.* 8. *Fighting? Never. Although Bejo is a great master in martial art, he never takes fighting into his **consideration** in dealing with problems.* 9. *Don't forget to attach your **Resume/Curriculum Vitae (CV)** in your application letter and don't forget to include all the certificates of trainings that you have attended.*	

F. GRAMMAR REVIEW

PROSEDUR	INSTRUKSI/CATATAN
Task 1: - Guru membimbing siswa untuk mengamati kata kerja yang dicetak miring dalam bagian *Grammar Review* (Task 1). Melalui kegiatan Tanya Jawab, siswa diharapkan dapat menangkap pola kalimat pasif yang digunakan, yaitu pola ***be*** dan ***past participles***. **Task 2**: - Selanjutnya siswa mengerjakan Task 2.	- *Read the sentences carefully please. Pay attention to the words in italics.* - *Did you notice that all the sentences contain BE and PAST PARTICIPLES (V-3)? Those sentences are passive sentences. Study how passive sentences are constructed. Look at the examples in the table.*

G. TEXT STRUCTURE

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa mencermati contoh surat lamaran sekali lagi. Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari surat lamaran kerja. - Siswa diharapkan dapat menangkap pengetahuan tentang bagian-bagian surat lamaran lalu menerapkannya untuk mengindentifikasi bagian-bagian dari contoh surat lamaran yang diberikan (Task 2).	***Parts of the Application Letter*** *1. Your address* *2. The address of the company you are writing to. Use complete title and address; don't abbreviate.* *3. Always make an effort to write directly to the person in charge of hiring.*

PROSEDUR	INSTRUKSI/CATATAN
- Siswa membaca secara lebih cermat sebuah contoh lagi dari surat lamaran kerja, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. Secara kolaboratif, siswa meniru contoh-contoh yang ada untuk membuat surat lamaran kerja untuk fungsi nyata. **Task 3:** - Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai surat lamaran kerja yang telah dikumpulkan dari berbagai sumber tersebut di atas. - Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai surat lamaran kerja yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. - Siswa memperoleh balikan *(feedback)* dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.	*4. Opening paragraph – Use this paragraph to specify which job you are applying for, or, if you are writing to inquire whether a job position is open, question the availability of an opening.* *5. Middle paragraph(s)/ body – This section should be used to highlight your work experience which most closely matches the desired job requirements presented in the job opening advertisement. Do not simply restate what is contained in your resume, but give strong reasons why you are suited to the position.* *6. Closing paragraph - Use the closing paragraph to ensure action on the part of the reader. One possibility is to ask for an interview appointment time.*

PROSEDUR	INSTRUKSI/CATATAN
	Make it easy for the personnel department to contact you by providing your telephone number and email address. 7. *Always sign the application letter. ("enclosure" indicates that you are enclosing your resume.)* **Task 3:** *Discuss your answers with your friends.*

H. WRITING

PROSEDUR	INSTRUKSI/CATATAN
- Pada Task 1, guru meminta siswa membaca sebuah teks iklan lowongan kerja untuk melengkapi dan memperdalam pemahaman tentang *job application letter.* - Selanjutnya pada Task 2, berdasarkan *guiding questions* yang diberikan di buku siswa, siswa membuat surat lamaran kerja berdasarkan iklan lowongan kerja.	**Task 1:** - *Read the text carefully.* **Task 2**: - *Write an application letter to respond to the above job vacancy.*

PROSEDUR	INSTRUKSI/CATATAN
- Sebagai penugasan individu, siswa ditugaskan untuk mencari contoh surat lamaran pekerjaan dari sumber Internet. Siswa diminta untuk menganalisis bagian-bagian surat tersebut. Selanjutnya, siswa diminta saling bertukar hasil analisis mereka. Siswa memberikan tanggapan terhadap pekerjaan temannya.	**Task 3:** - *Find another example of application letters in the Internet. Analyze whether you can find the parts of application letters that you have learned. Exchange with friends.*

I. REFLECTION

PROSEDUR	INSTRUKSI/CATATAN
- Pada bagian akhir, siswa diminta untuk melakukan Refleksi dengan menjawab pertanyaan lisan sebagai berikut. 1. Do understand the purpose of an application letter? 2. Do you know what information appears in an application letter? 3. Do you know how to write an application letter? 4. Can you respond well to the interviewer during a job interview?	Jika masih ada siswa menjawab **"Tidak"** untuk pertanyaan-pertanyaan di atas, siswa harus menemui guru dan mengkonsultasikan bagian yang masih belum dimengerti.

KUNCI JAWABAN

A. WARMER: BOARDGAME (MINDMAP)

Cataloguing references
Selecting books
Classifying references
A LIBRARIAN
Circulating references
Maintaining library materials

Producing weather reports
Analyzing data
Issuing weather warning
A METEOROLOGIST
Broadcasting weather forecast
Issuing weather warning

Designing
research markets
Consulting
clients
Carrying out
a research
A MARKET
RESEARCHER
Writing
reports
Presenting
results

Producing
images
Liaising with
clients
Combining pictures
to create frames
AN ANIMATOR
Producing 3D
animation
Creating
storyboards

B. VOCABULARY BUILDER

VOCABULARY BUILDER		
to appear	:	termuat di koran
enclosed	:	terlampir
qualification	:	jenis keterampilan/kepribadian pengalaman yang membuat seseorang cocok untuk suatu pekerjaan tertentu
in order to	:	agar
requirement	:	persyaratan
colleagues	:	kolega
consideration	:	pertimbangan
be suited	:	cocok untuk
resume	:	daftar riwayat hidup/curriculum vitae (CV)

F. GRAMMAR REVIEW

Task 2

- The local branch of a national shoe retailer is managed.
- The job oppurtunity has been advertised in the national newspaper.
- Time management tools were developed for staff.
- Her resume will be enclosed in the application letter.
- An application letter is being written for the position as a secretary.

H. WRITING
Task 3

Jalan Candi 25 Malang 65154

Mr. Sukamdani
Apika Plaza Ltd., Jalan A. Yani 25,
Sukamakmur 65126

Dear Mr. Sukamdani,

I am writing to apply for the sales executive position advertised in Suara Perubahan yesterday. As requested, attached please find my complete resume and recent photograph of mine.

I believe that I have all of the qualification needed for the job. I graduated from a reputed college 3 year. I can speak English and Indonesian fluently and I am very skillful in using computer. My previous experience as a sales executive in a stationary company is suitable for the position.

I am looking forward to having interview with you and I can be contacted at Felixdian@gmail.com or 081233929223.

Sincerely yours,
Feliks Diansyah

Who was Involved?

Source: http://korean-war.commemoration.gov.au

Tujuan Pembelajaran:

Setelah mempelajari Bab 5, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *news item* berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.
- 4.4 Menangkap makna dalam teks berita sederhana dari koran/radio/TV.

A. WARMER

PROSEDUR	INSTRUKSI/CATATAN
- Dengan bimbingan guru siswa saling bertukar informasi tentang berita yang mereka dengar atau baca dari radio, TV, atau surat kabar. - Guru mengaitkannya dengan topik pembahasan dan tujuan pembelajaran.	- What news did you hear from radio and TV or read from newspaper this morning? - Share with a classmate sitting next to you an interesting, important, or surprising piece of news that you have heard from TV, radio, newspaper, or people around you. Take turns doing that. - Use the questions in the warmer section to lead your sharing. - Now, as you have shared interesting news with your learning partner, what do you think we are going to learn today? - Yes, we are going to learn how to understand news items and how to make one.

B. VOCABULARY BUILDER

PROSEDUR	INSTRUKSI/CATATAN
Task: *Find the meaning of the words.* - Siswa berusaha mencari makna kata, baik dengan menebak melalui konteks maupun melihat makna kata tersebut di kamus. - Guru memberi contoh cara melafalkan kata-kata tersebut dan siswa menirukan pelafalan yang benar.	- Find the meaning of the words. - Read the text about tenants of apartment, then individually guess the meaning of each word. - If you cannot guess it, you can consult your dictionary. - After that compare the meanings of the words with your classmates'. - Now, let's learn how to pronounce the words. Repeat after me.

C. LISTENING

PROSEDUR	INSTRUKSI/CATATAN
Task 1: *Listen to the news item.* - Siswa menyimak guru membaca teks berikut (*Task 1*). Bukit Barisan Regional Military Command (Kodam) chief Major General Istu Hari Subagio vowed	- I will read aloud a news item. Listen carefully. Try to catch what the news is about.

PROSEDUR	INSTRUKSI/CATATAN
to take stern action against any Indonesian Military (TNI) personnel involved in illegal logging and/or forest burning in North Sumatra's forest conservation area. TNI gets tough with illegal loggers. Two days ago, Major General Subagio gave a speech in a ceremony to discharge a TNI soldier. During the ceremony Subagio said that no soldiers or civil servants were above the law. The TNI soldier, a chief serving at the Wira Bima military command post (Korem) in Pekanbaru, Riau, was dishonorably discharged from the Army. He was found guilty of involvement in illegal logging and burning forested land in Bengkalis Regency, Riau. Subagio said that the chief soldier deserved to be discharged from TNI for repeatedly committing these offenses. In 2000, he was sentenced to three months and 15 days in jail because of fuel hoarding. Three years later, he was sentenced to three years' imprisonment and fined Rp 500 million for illegal logging and forest burning in Riau. *(Adapted from The Jakarta Post, May 9, 2014, p. 5)*	- Pay attention also to how the words are pronounced.

PROSEDUR	INSTRUKSI/CATATAN
Task 2: *Do the comprehension questions* . - Dengan bimbingan guru, siswa menjawab pertanyaan pemahaman (Task 2). Untuk soal nomor 6, 7, dan 8, guru diharapkan dapat menggiring pada terbentuknya KD-KD dalam KI 1 dan KI 2.	- Now try to answer the questions, individually. - Compare your answers with your learning mate's. - Now, let's check your answers. I will read the news again.

D. READING

PROSEDUR	INSTRUKSI/CATATAN
Task 1: *Read the text aloud.* - Siswa membaca dua teks tentang infrastruktur jembatan dengan saksama. Setelah itu, guru meminta siswa melihat tabel yang mengikuti bacaan-bacaan tersebut dan meminta mereka secara berpasangan mencoba menjawab pertanyaan. - Dengan bimbingan guru siswa bergiliran membaca nyaring teks berita yang ada pada Task 1.	- In the reading section, there are two reading texts. What are they about? - Read them carefully. Then, read the question in the table following the reading texts. - In pairs, compare the two reading texts by referring to the aspects/ questions in the table.

PROSEDUR	INSTRUKSI/CATATAN
- Dengan bimbingan guru, siswa menganalisis tujuan ditulisnya teks (fungsi sosial), struktur teks, dan ciri kebahasaan yang dominan. - Dengan bimbingan guru siswa melengkapi tabel. Guru membimbing siswa menganalisis fungsi sosial, struktur teks, dan ciri kebahasaan kedua teks melalui kegiatan menjawab pertanyaan yang ada (Task 1).	- Discuss the answers to the questions with your partner. - Now let's check together. - What are the two texts about? Both are about bridges, aren't they? - Although the topics are similar, can you find some differences? What is the writer's purpose in writing the first text? Is it the same as the purpose of the second text? Or, is it different? - (If students cannot answer, the teacher can give some clues by changing the questions.) - Which text describes a bridge and which one tells a piece of news about a bridge? (After students choose, ask further.) - Why do you think so? What tells you whether the text describes or is about a news item? - Now what do you think about the writers' ways of ordering or arranging their ideas in the two texts?

PROSEDUR	INSTRUKSI/CATATAN
	- In text one, which sentence tells you what the text is about. In text two, how did the writer starts the text? - Then, how are the other sentences related to that one? What are their functions? - (If students cannot answer the questions the teachers can give some clues by changing the wh-questions, into yes/no questions but ask them to support their answers with strong reasons.) - Now, look at the language in the two texts. Can you find some similarities and differences? - Look at the use of the tenses. Are they different? What are the differences? Why are they different?
Task 2: *Observe the texts.* - Guru meminta siswa mengamati teks 1 dan 2 dan menjawab pertanyaan pada Task 2.	- Read text 1 and 2. - Look at the sentences used in the two texts.

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa membaca kalimat *reported speech* pada teks 2 dan menanyakan artinya dan kapan digunakan.	- Do you know reported speech? - Observe text two. Read sentence 2 in paragraph 2. That sentence is called reported speech. - Do you know what reported speech is for? - Do you think that reported speech is commonly found in texts like text 2? Why?
Task 3: *Create your own questions about the two texts.* - Siswa diberi kesempatan untuk mengajukan pertanyaan tentang kedua teks yang sudah disajikan (Task 3).	*Now, read again the two texts or look at your work. Do you have questions about them? Is there anything you want to know better? Discuss with your partner to find out whether there are questions you need to ask.*

PROSEDUR	INSTRUKSI/CATATAN
Task 4: *Think about it.* - Guru membagi siswa ke dalam kelompok. Secara berkelompok siswa membahas pertanyaan-pertanyaan yang ada pada Task 4. Secara bergiliran siswa menyampaikan hasil diskusi kelompoknya. Guru membimbing proses diskusi kelas.	- Make groups consisting of four students or two students. - Answer the questions in Task 4. - Because you have finished answering the questions, now let's check the answer together.
Task 5: *Comprehend the text.* - Siswa membaca teks berita (Task 5) secara individu dengan metode *skimming*. Hasil *skimming* dibahas secara berpasangan dan selanjutnya secara klasikal. Siswa juga menjawab pertanyaan pemahaman.	- Read the text quickly enough. Then, try to answer the questions individually. - As you have finished answering the questions, now discuss the answers with your partner. Refer to the text to decide the correct answers. - After that, we will discuss the answers together.

E. VOCABULARY EXERCISE

<table>
<tr><th>PROSEDUR</th><th>INSTRUKSI/CATATAN</th></tr>
<tr><td>Task 1:
- Dengan bimbingan guru, siswa mengingat kembali makna kata yang sudah dipelajari dan siswa dapat mengaplikasikannya dalam konteks yang lain.
1. The government has just launched new regulations to make tax payers comply with their obligation.
2. Tenants are required to pay a deposit, which usually amounts to a one-month rent
3. The new governor advised the city residents to wake up and obey the rules so that the capital city would develop as expected.
4. Many people had to abandon their residence because of the frequent heavy earthquakes.
5. Under the new regulations, the owner of the rented house has to be responsible for the provision of convenient facilities.</td><td>Task 1
- Read again the meanings of some words you studied in Vocabulary Builder activities.
- Make sure you know the meanings of the words. Read the sentences around the words to give clearer understanding about the meanings of the words.
- Now, put the words in the context of new sentences.
- Understand the messages of the sentences first, then decide which words from the list provided can be used to fill in the blanks.
- Do this individually first, then discuss your answers in pairs. Discuss any differences. Whose answers are correct and why?
- After that, we can check the answers together.</td></tr>
</table>

PROSEDUR	INSTRUKSI/CATATAN
6. ***Occurrences*** *of traffic accidents in this highway are getting higher and higher, which implies the need for more strict rules on speed limit.* 7. *At present, the* ***concern*** *of the government is related to educating girls living in rural areas.* 8. *The family members seem to* ***be accustomed to*** *the severe weather changes in this country.*	
Task 2: *Create your own sentences.* - Dengan bimbingan guru, siswa membuat kalimat sendiri dengan menggunakan kosakata yang ada pada Task 1.	- Now that you already know the meanings of the words, try making sentences using the words. You can do this individually or in pairs.

F. GRAMMAR REVIEW

PROSEDUR	INSTRUKSI/CATATAN
Task 1: *Observe the reported speech.* - Dengan bimbingan guru, siswa dapat menemukan kalimat berdasarkan konstruksi *direct speech vs. reported speech* yang ada dalam teks (Task 1).	- Observe the verbs of saying to report what the participants in the news said. Then, compare the differences between direct and reported (indirect) speech.

PROSEDUR	INSTRUKSI/CATATAN
	- What is the difference? Can you see the difference in the tenses used? What tense is used in reported speech? Why?
Task 2: *Observe the past verbs.* - Mengidentifikasi kata kerja lampau yang terdapat dalam teks sebelumnya (Reading-Task 5).	- Look through the text again. You will find many verbs in the past form. The verbs are used in the past form to report events in the news item because the events actually happened. Please underline the verbs in the text.
Task 3: *What are the verbs?* - Dengan bimbingan guru, siswa diharapkan dapat menemukan kata kerja berbentuk lampau (Task 2).	- Read the following sentences carefully. Pay attention to the verbs in brackets and change them into correct past form, to complete the sentences.

G. TEXT STRUCTURE

PROSEDUR	INSTRUKSI/CATATAN
Task 1: *Observe the text structure.* - Guru membimbing siswa menemukan struktur teks news *item: headline, summary, quotes.* Guru mengelaborasi isi dari masing-masing bagian struktur teks jenis ini (Task 1).	*Read the news about tenants and government regulation. Analyze it to identify parts of the news that show how information in news items is ordered. You can divide the text into headline, summary of events, and quotes.*

PROSEDUR	INSTRUKSI/CATATAN
- Tabel yang sudah dilengkapi oleh siswa juga dapat dimanfaatkan sebagai bahan penguatan pemahaman terhadap struktur teks.	- Then look at the table closely. Fill in the table by completing the parts with the information from the text.
Task 2: *Download a news item text.* - Guru meminta siswa mencari berita di internet. - Guru meminta siswa untuk membaca berita dan menjawab pertanyaan.	- In pairs, download a piece of news from the address written on the student book. - After you get it, individually, read the news item carefully. Then, respond to the questions. - Compare your answers with your partner's answers. - Refer to the text if both of you have different answers.
Task 3: *Find another news item text.* - Secara berkelompok siswa mencari teks berita dalam surat kabar atau internet. Guru mengingatkan pentingnya memerhatikan hal-hal berikut dalam memilih teks berita. *1. Is the headline interesting?* *2. Is the information useful to share? Why do you think so?*	- Make groups of four students. - *Each group should find a piece of news written in English. The news can be taken from the Internet or newspaper. When you look for the news, remember to ask the following questions:* *1. Is the headline interesting?*

PROSEDUR	INSTRUKSI/CATATAN
- Parts of the Text : Headline **Information from the text :** - Parts of the Text : Summary of Events **Information from the Text :** • Who? • Where? • What? • Why?	*2. is the information useful to share?* *3. Why do you think so?* - *After that analyze the news based on its parts. Find which one is the headline, summary of events, and find the information about:* • *Who?* • *Where?* • *What?* • *Why?*
Task 4: *Find the direct speech.* - Secara berkelompok siswa menemukan *direct speech* dalam teks berita yang mereka pilih (Task 3). Selanjutnya mereka mengubah bentuk *direct speech* menjadi *reported speech*. Siswa saling berbagi contoh yang mereka temukan dalam teks masing-masing.	- *Read again your piece of news. In groups, work to identify direct speech.* - *After you find them, change the sentences into reported speech.* - *After you finish doing that, exchange your work with other students'. Give comment to your classmates' works.*

H. WRITING (ENRICHMENT)

PROSEDUR	INSTRUKSI/CATATAN
Task 1: *What is the Trending News?* Bagian ini bersifat tambahan. Jika ada waktu dan siswa tertarik, guru bisa melaksanakan, tetapi jika tidak, guru tidak perlu memaksa siswa melakukannya karena aktivitas menulis berita di luar kompetensi yang diharapkan.	- *Now, it's time to try to write a piece of news ourselves. You can write the news by responding to the guiding questions first.*
Task 2: *Write a news item.* - Siswa berlatih menyusun teks berita sendiri. Guru mengingatkan hal-hal berikut. 1. **Headline** (Interesting? Smart?) 2. **Lead paragraph:** Summary of events (Who? Where? What? Why?) 3. **Supporting paragraphs:** More detailed information of the summary (Who? Where? What? Why?)	- *Let's start writing. Don't forget to write a good and interesting headline, and write lead and supporting paragraphs.*

PROSEDUR	INSTRUKSI/CATATAN
Task 3: *Let's do some peer editing.* - Dengan bimbingan guru, siswa saling bertukar teks berita yang mereka susun. Guru mengingatkan hal-hal berikut. *1. The text structure: the headline, summary of events in the lead paragraph (Who? Where? What? Why?), and detailed elaboration of the events in the supporting paragraphs (Who? Where? What? Why?).* *2. The use of past verbs* *3. The use of direct speech* *4. Spelling* *5. Punctuation* *6. Capitalization* *7. Formatting*	- *Exchange your work with another student's work. Let's edit our work together.* - *Read carefully your classmate's work. When you read, remember the following points:* *a. How is the text structure? Is the news written by following the right text structure of a news item.* *b. Is the use of past verbs correct?* *c. is the use of direct speech or reported speech correct?* *d. Is the spelling correct?* *e. Are the punctuation, capitalization, and format correct?* - *Give feedback based on the questions and after that return the work to the owner.* - *Read the feedback for your own work and edit your work accordingly.*

I. COMMUNICATING

PROSEDUR	INSTRUKSI/CATATAN
- Kegiatan ini merupakan pengayaan bagi siswa. **Task 1:** *Cloze News* - Dengan bimbingan guru, siswa mengerjakan Task 1.	- *These are enrichment activities to make your English performance even better.* - *For Task 1 fill in the blanks with the right words from the list of words which are already provided. When you finish doing it, you will get a complete piece of news.*
Task 2: *Rewrite the news.* - Dengan bimbingan guru, siswa menulis kembali teks berita pada Task 1 dengan menggunakan kalimat sendiri (Task 2).	- *Now, read again the news. Make some notes about the news.* - *Then, rewrite the news based on your notes. This time, try not to look at the news again.*
Task 3: *Write a news report.* - Dengan bimbingan guru, siswa menyusun teks berita berdasarkan catatan yang ada (Task 3).	- *In task three, you are given some notes. Pretend that you were a journalist writing the notes.* - *Write a piece of news based on the notes using your own words.*

PROSEDUR	INSTRUKSI/CATATAN
- Guru mengingatkan hal-hal berikut. 1. *Write an interesting headline.* 2. *Write the summary of the events in the lead paragraph (Who? Where? What? Why?).* 3. *Provide quotes (direct speech) from the people involved.* 4. *Use past verbs.* 5. *Pay attention to spelling, punctuation, capitalization, and formatting.*	- *When you write your news, don't forget some important elements of a news item, such as* *a. Write an interesting headline.* *b. Write the summary of the events in the lead paragraph.* *c. Provide quotes (direct speech) from the people involved.* *d. Use past verbs.* *e. Pay attention to spelling, punctuation, capitalization, and formatting.*
Task 4: *Retell the event.* - Dengan bimbingan guru, siswa menceritakan kembali teks berita yang sudah ditulis (Task 3). Guru memberi perhatian pada aspek pelafalan dan kelancaran siswa dalam membaca teks berbahasa Inggris.	- *Now, sit in pairs or in groups of four.* - *Take turns telling your partner(s) your news.* - *When you do that, don't forget to pretend to be a news reader on a radio or television.*

REFLECTION

PROSEDUR	INSTRUKSI/CATATAN
Dengan bimbingan guru, siswa melakukan refleksi tentang kemampuan membuat teks berita melalui kegiatan menjawab pertanyaan-pertanyaan berikut secara mandiri. 1. *Do you use a catchy and interesting headline?* 2. *Do you have a lead paragraph that summarizes the important event?* 3. *Do you elaborate the summary into more detailed information?* 4. *Do you provide direct speech?* 5. *Do you use past verbs?* 6. *Do you pay attention to spelling, punctuation, capitalization, and formatting?*	- *Before we end our discussion on this chapter, let's ask ourselves the following questions: Do you know how to create a news item?* - *To answer the question, respond to the following reminder:* *a. Do you use a catchy and interesting headline?* *b. Do you have a lead paragraph that summarizes the important event?* *c. Do you elaborate the summary into more detailed information?* *d. Do you provide direct speech?* *e. Do you use past verbs?* *f. Do you pay attention to spelling, punctuation, capitalization, and formatting?*

PROSEDUR	INSTRUKSI/CATATAN
	- Your answers to those questions should be 'Yes'. If you answer 'No' to one or some of the questions, you can reread the chapter and try to redo the part about which you feel you still cannot do it well.

KUNCI JAWABAN

C. LISTENING

Task 2

1. Stern/tough action against illegal logging.
2. In North Sumatra.
3. During a ceremony to discharge a TNI soldier.
4. Because of being found guilty of involvement in illegal logging and burning forested land and TNI gets tough with illegal loggers; no soldiers above the law.
5. Bukit Barisan Kodam chief Major General Istu Hari Subagio and a soldier, a TNI chief serving at the Wira Bima military command post (Korem) in Pekanbaru, Riau
6. (Responses may vary.)
7. (Responses may vary.)
8. (Responses may vary)

D. READING

Task 5

1. A journalist.
2. An advice that tenants need to obey regulations on apartments. The social function is to inform readers about an advice by a building architect to tenants of apartments.
3. Tenants advised to obey regulations on apartment.
4. No more land to build houses; more practical for city people, especially if they are single; etc.

5. (Responses may vary. For example, no pets, etc.)
6. Owners of apartments.
7. Who: a building architect; owners of apartments; apartments' tenants
8. Where: Jakarta
9. What: regulations
10. Why: differences of living in landed houses and in apartments

G. TEXT STRUCTURE

Task 1

Parts of the Text	Information from the Text
Headline	Tenants advised to obey regulations on apartment
Summary of Events	**Who:** a building architect; owners; tenants
	Where: Jakarta
	What: regulations
	Why: differences of living in landed houses and in apartment
Quotes	"Tenants must obey certain regulations when living in an apartment, which is far different from living in a landed-house" (Contoh-contoh yang lain dapat diidentifikasi di dalam teks)

F. GRAMMAR REVIEW

Task 3

1. The distribution of NKRI maps **began** at Caturwarga elementary school last Friday.
2. The policy on higher minimum wages **brought** greater prosperity to local workers.
3. Limited infrastructure and facilities such as clean water resources, schools, and healthcare services **worsened** the life quality of the local residents.

4. My grandfather **flew** to Denpasar the other day for a senior citizen award.
5. One victim **told** the online news portal about the incident on Saturday night.
6. It's so sad that many spectators **threw** trash in the city stadium during the final football match last week.
7. The local people **built** the mosque in the 16th century, and the mosque now becomes one of the official cultural heritage sites.
8. The online enrollment system **was** in accordance with the central government's instruction.
9. Local poets and musicians **got** wider recognition as the provincial administration **granted** awards to traditional artists.
10. The anniversary events **drew** large number of people to come and celebrate.

I. COMMUNICATING

British playwright Harold Pinter, a master of sparse dialog and menacing silences who has been an outspoken critic of the U.S.-led war in Iraq, was the surprise **winner** of the Nobel literature prize on Thursday.

The 75-year-old Londoner, **son** of a Jewish dressmaker, is one of Britain's best-known dramatists for plays **like** *The Birthday Party and The Caretaker*, whose mundane dialog with sinister undercurrents gave rise to the adjective "Pinteresque".

An intimidating presence with bushy eyebrows and a rich voice, he was **described** by Swedish Academy head Horace Engdahl, who **announced** the prize, as "the towering figure" in English drama in the second half of the 20th century.

Pinter **told** Reuters Television he was overwhelmed by the **news**: "I haven't had time to think about it **but** I am very, very moved. It was something I did not **expect** at all at any time."

(Taken from: The Jakarta Post, October 14, 2005, p. 1)

Task 3

International Donors to Help Fight SE Asia Bird Flu

It was announced on Thursday that international donors were given to Vietnam, Indonesia, and Laos. The amount was more than $17 million, to help fight the bird flu virus. It was reported that the virus had killed more than 60 people in Asia.

"This triggered fears of a global pandemic," said a top-level delegation of US and global health officials when they were touring throughout Southeast Asia. They were searching for ways to curb the spread of the H5N1 virus.

Online School Registration

Source: *www.cdn2.dubaiairports.ae*

Tujuan Pembelajaran:

Setelah mempelajari Bab 6, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.
- 4.4 Menangkap makna dalam teks berita sederhana dari koran/radio/TV.

A. WARMER: PAIRWORK

PROSEDUR	INSTRUKSI/CATATAN
- Guru memberi kesempatan siswa untuk berdiskusi tentang isu penerapan sistem online dalam pendaftaran sekolah. - Guru mengarahkan pada problem yang mungkin timbul. Diskusi ini merupakan persiapan bagi siswa untuk memahami teks selanjutnya yang memuat isu tentang problem sistem online di Jakarta yang dimuat di koran.	- Well, students. Now, it's time to discuss about online school registration. Discuss what you know about it, what problems might happen with it, and whether it is possible to be conducted in your school.

B. VOCABULARY BUILDER

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa untuk membaca teks sekilas selama 5 menit. Guru meminta siswa untuk mengidentifikasi kosakata baru dan memperhatikan kosakata yang tertulis dalam *vocabulary builder*, lalu mencari padanan katanya di kamus.	- Now, look at the words and find the synonyms.

Throng (v) : crowd, gather
Dissatisfaction (n) : unhappiness, frustration, disappointment
Enrollment (n) : registration
Turn down (v) : refuse, reject
Vie (v) : compete, struggle, fight
Submit (v) : tender, offer, present

C. PRONUNCIATION PRACTICE

PROSEDUR	INSTRUKSI/CATATAN
- Guru menunjukkan cara melafalkan kosakata tertentu, meminta siswa memerhatikannya dan kemudian menirukan.	- Listen to your teacher. He/she will read the words. Repeat after him/her.

D. READING COMPREHENSION

PROSEDUR	INSTRUKSI/CATATAN
Task 1: - Guru meminta siswa untuk membaca teks sekali lagi dan meminta siswa menuliskan pertanyaan yang muncul di benak mereka saat membaca.	- Students, when you read the text, did you have questions in your mind? Write down the questions in the following space.
Task 2: - Guru meminta siswa mencari jawaban atas pertanyaan mereka kepada teman. Siswa boleh bekerja berpasangan atau berdiri dan menanyakan kepada sembarang siswa di kelas. Aktivitas yang terakhir ini dapat dipilih jika guru ingin agar siswa bergerak.	- Now, try to find answers of your questions from your friends. Discuss with them.

PROSEDUR	INSTRUKSI/CATATAN
Task 3: - Guru meminta siswa untuk menjawab pertanyaan dengan merujuk pada teks. Guru meminta siswa untuk mendiskusikan jawaban mereka dengan teman sebangku. *1. What is the main problem faced by the parents? Their sons/daughters were not accepted in the public schools due to the online registration system.* *2. Why did the parents feel disappointed with the online system? The parents faced some technical problems related to the online system which according to them was disorganized.* *3. Who was rejected from school due to her height? Riki Setyanto's daughter was rejected from the school due to her height.* *4. What happened to Nuraisyah Paransa's son? Nuraisyah Paransa was unable to register her son at any state-run high school due to some technical problems. He was initially accepted at East Jakarta public school through the public admission phase. However, he did not re-register with that school as he wanted to shoot for a better state-run school through the local admission phase.*	- Now, look at the questions 1-10. Find the answers by referring to the text.

5. Mention some technical problems in the registration using the online system. A student was not accepted in the second school because her name was still listed for the first school. *6. What makes the online system problematic this year? This year's student admission system might be problematic since it has three phases in which no good coordination happens there.* *7. Why do people prefer public schools to private schools? People prefer public schools to private schools due to financial reasons.* *8. If you were one of the parents, what would you do to deal with the problems in the online system? (The response of each student might be different from one another.)* *9. What do you think about the acting governor's response to the parents' protest? (The response of each student might be different from one another.)* *10. If you were thew acting governor, how would you respond to the parents' concern? (The response of each student might be different from one another.)*	

E. TEXT STRUCTURE

PROSEDUR	INSTRUKSI/CATATAN
- Guru mengajak siswa untuk memahami struktur teks. Guru meminta siswa untuk memahami struktur teks dengan cara mengisi kolom yang telah disediakan. - Guru menjelaskan struktur teks pada bab ini.	- Let's focus on the structure of the text. Observe the text one more time and fill in the column about the text structure.

Main event	Parents gathered in the Jakarta Education Agency's office in Kuningan.
Who was involved?	Parents, head of the Jakarta Education Agency, and acting Jakarta governor.
When did it happen?	No date mentioned; after school registration.
Where did it happen?	The Jakarta Education Agency's office in Kuningan, South Jakarta.
Source of news	The Jakarta Post
Statement from the head of the Jakarta Education Agency	Students who did not re-register in the public admission phase and was unable to register during local admission or third admission, could register their names at private schools. Parents can then transfer them to a public school in the second semester.
Statement of one of the parents	I cannot pay for a private school, if he thinks that is a good alternative for us, he should just give us the money to pay for those schools.

Statement from the governor	We had no problems last year. The process might be a little complicated, but there's no reason to panic.

F. GRAMMAR REVIEW

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa untuk memerhatikan unsur kebahasaan dalam teks, yaitu berupa pilihan kata dan struktur Bahasa *Direct Speech* dan *Indirect Speech*. Guru meminta siswa untuk mengidentifikasi kata-kata pola *Direct Speech* dan *Indirect Speech* yang tampak dalam bacaan. Guru meminta siswa untuk mengidentifikasi *Direct Speech* dan *Indirect Speech* dalam teks dan menuliskannya dalam kolom yang tersedia.	- Now, it's time to focus on grammar. Look at this sentence (guru menunjuk satu kalimat langsung). Now, try to find other sentences with similar patterns. And then, look at this sentence (sambil menunjuk kalimat tak langsung). Find other sentences with similar patterns.

Direct sentence	Indirect sentence
Riki Setyanto, one of the parents, said, "I have registered my daughter for enrollment at state vocational high school SMKN 47 Jakarta, but she then got rejected due to the minimum height policy applied by the state-run school."	Riki Setyanto, one of the parents, said that he had registered his daughter for enrollment at state vocational high school SMKN 47 Jakarta, but she then got rejected due to the minimum height policy applied by the state-run school.

Direct sentence	Indirect sentence
“First my daughter was rejected because of her height, and now due to technical issues, she can’t register at any school. I just want to get her into a good school,” he said.	Riki Setyanto said that at first his daughter was rejected because of her height, and now due to technical issues, she can’t register at any school. He just wanted to get her daughter into a good school.
Nuraisyah Paransa, another parent, also said, “I was unable to register my son at any state-run high school due to similar technical problems.”	Nuraisyah Paransa, another parent, also said that she was unable to register her son at any state-run high school due to similar technical problems.
“But the second school rejected him because it said that he had been accepted through the public admission phase. Since my son did not re-register at the first school, now he isn’t registered anywhere,” Aisyah said.	Aisyah said that the second school rejected him because it said that he had been accepted through the public admission phase. Since her son did not re-register at the first school, now he isn’t registered anywhere.
Lasro Marbun, head of the Jakarta Education Agency, said, “Anyone who did not re-register in the public admission phase and was unable to register during local admission or third admission, could register their children at private schools.”	Lasro Marbun, head of the Jakarta Education Agency, said that anyone who did not re-register in the public admission phase and was unable to register during local admission or third admission, could register their children at private schools.

Direct sentence	Indirect sentence
"They can then transfer them to a public school in the second semester," Lasro Marbun said on Thursday as quoted by kompas.com.	Lasro Marbun said on Thursday as quoted by kompas.com that parents can then transfer their son or daughter to a public school in the second semester.
"I cannot pay for a private school, if he thinks that is a good alternative for us, he should just give us the money to pay for those schools," Rida said.	Rida said that she cannot pay for a private school and if he thinks that is a good alternative for them, he should just give them the money to pay for the schools.
"We had no problems last year. The process might be a little complicated, but there's no reason to panic," the governor told reporters at City Hall.	The governor told reporters at City Hall that they had no problems last year. According to him, the process might be a little complicated but there's no reason to panic.

G. WRITING

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta agar masing-masing siswa mengeluarkan potongan koran yang mereka bawa dari rumah. - Guru meminta siswa membaca berita dalam potongan koran mereka dan menuliskan poin-poin penting dalam berita tersebut.	- Last meeting I asked you to bring a cut up from a newspaper containing news. Now, read the news and write important points in your notebooks. - Have you finished writing the points? Now, it's time to tell your friends about the news you've just read.

H. SPEAKING

PROSEDUR	INSTRUKSI/CATATAN
- Masing-masing siswa secara bergantian menceritakan berita dalam koran yang telah mereka baca.	

I. REFLECTION

PROSEDUR	INSTRUKSI/CATATAN
- Di akhir pembelajaran, guru mendiskusikan dengan siswa tentang kesulitan ketika memahami berita dalam koran dan dalam menceritakan ulang berita dalam koran.	- Do you find it difficult to understand the news? What difficulties did you find?

KUNCI JAWABAN

D. TEXT STRUCTURE

Main event	Parents gathered in the Jakarta Education Agency's office in Kuningan.
Who was involved?	Parents, head of the Jakarta Education Agency, and acting Jakarta governor.
When did it happen?	No date mentioned; after school registration.
Where did it happen?	The Jakarta Education Agency's office in Kuningan, South Jakarta.
Source of news	The Jakarta Post
Statement from the head of the Jakarta Education Agency	Students who did not re-register in the public admission phase and was unable to register during local admission or third admission, could register their names at private schools. Parents can then transfer them to a public school in the second semester.
Statement of one of the parents	I cannot pay for a private school, if he thinks that is a good alternative for us, he should just give us the money to pay for those schools.
Statement from the governor	We had no problems last year. The process might be a little complicated, but there's no reason to panic.

Chapter 7

It's Garbage In, Art Works Out

Source: *www.static.boredpanda.com*

Tujuan Pembelajaran:

Setelah mempelajari Bab 7, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.

4.4 Menangkap makna dalam teks berita sederhana dari koran/radio/TV.

A. WARMER: PAIRWORK

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa untuk bekerja dalam kelompok menyusun kata-kata dari huruf yang ditulis tidak beraturan. Semua kata-kata tersebut ada di dalam teks bacaan. recycle, sculputre container, trash incorporating, tiny unraveling, exhibit recognize, replicate secure, texture braid	- *Look at the WARMER part. Work in groups to rearrange the combination of letters into words. Work quickly.* - *Okay, now let's check the answers together.* - *Do you know the meaning of the words? Who knows? Let's share.*

B. VOCABULARY BUILDER

PROSEDUR	INSTRUKSI/CATATAN
- Setelah mendengarkan siswa membahas kata-kata sulit, perhatikan apakah makna kata-kata tersebut sudah dipasangkan dengan artinya yang tepat. Semua kata terpasang dengan artinya kecuali kata nomor 6 dan 10 yang saling bertukar tempat.	- *Now, try to find the meaning of the words. Most of the words already match with the meanings. Put a tick when they match, and find the two words whose meaning are incorrectly matched.* - *You may use your dictionary if necessary.*

PROSEDUR	INSTRUKSI/CATATAN
- Siswa memasangkan makna kata-kata sulit dengan kata-kata sulit dalam teks. Guru membantu siswa mempertimbangkan konteks kalimat dalam menentukan pilihan makna yang sesuai. *a. reduction* *b. municipal* *c. household* *d. composting centre* *e. awareness* *f. landfills* *g. trash*	

C. PRONUNCIATION PRACTICE

PROSEDUR	INSTRUKSI/CATATAN
- Siswa mendapatkan informasi tentang bagaimana melafalkan kata-kata baru. Guru membaca dengan nyaring dan siswa menirukan. Guru meminta siswa mendemontrasikan kemampuan melafalkan kata-kata tersebut. - Jika perlu guru bisa meminta siswa membaca nyaring kalimat-kalimat yang berisi kata-kata tersebut.	*Now, let's learn how to pronounce the words correctly. Listen to me. I'll read the words aloud and repeat after me.*

D. LISTENING COMPREHENSION

<table>
<tr><th>PROSEDUR</th><th>INSTRUKSI/CATATAN</th></tr>
<tr><td>

Task 1:

- Guru meminta siswa secara individual untuk memikirkan dan menuliskan sampah yang sering mereka hasilkan. Ini adalah upaya untuk membuat pembelajaran lebih kontekstual.

Beberapa contoh jawaban:

• *plastic bottles*
• *cardboard*
• *paper wrappers*
• *wooden stuff*
• *plastic wrappers*
• *fruit skin*
• *unused vegetables*
• *food leftovers.*
• *broken glass*
• *unused gadgets*
• *rags*

- Kemudian siswa secara berpasangan diminta untuk membandingkan daftar sampah yang mereka hasilkan.

- Guru mengajak kelas untuk mengapresiasi pertanyaan-pertanyaan yang dihasilkan kelas yang berhubungan dengan sampah.

</td><td>

- *You are going to listen to a text about how to recycle household waste. Before we do that, let's find out kinds of waste usually produced from your daily life activities. Work individually first, then compare your list to your classmates'.*

- *Compare your list to your classmates sitting close to you. What is the most frequently produced waste?*

- *Look at the most commonly produced waste. In pairs, think about the questions you need to ask related to kinds of waste.*

</td></tr>
</table>

PROSEDUR	INSTRUKSI/CATATAN
- Jika tidak ada siswa yang menghasilkan pertanyaan yang berkaitan dengan sampah yang sulit terurai seperti plastik guru mengajukan pertanyaan terkait hal tersebut. - Siswa dimotivasi untuk bertanya setelah melihat jenis-jenis sampah yang mereka hasilkan. Pertanyaan yang penting terutama adalah: *What do you usually do with the waste that cannot break down easily, that take long time to break down and become soil again.* - Guru dan para siswa berdiskusi singkat tentang hal ini.	- *Let's share the questions. Read the questions. What do you think about those questions?* - *What do you think about these questions:* ** What happens to the waste that cannot breakdown easily?* ** What happens to the waste that takes long time to breakdown and become soil again?*
Task 2: - Guru menuliskan di papan judul berita yang akan didengarkan para siswa: *Artist Turns Plastic Bags into Art* mengajak siswa untuk berpikir tentang pertanyaan apa yang sebaiknya ditanyakan jika mereka menemui judul tersebut. Pertanyaan itu di antaranya adalah: ***what information will I get.*** Dan prediksi jawaban dari pertanyaan tersebut adalah: ***I will get some information about who the artist is and how she/he recycles the plastic waste.*** - Dengan memiliki prediksi awal, siswa melakukan *listening with a purpose* dan memiliki ***standpoint*** untuk mengkritisi apakah berita yang didengarkan sesuai dengan harapan.	- *We are going to listen to a piece of news entitled Artist Turn Plastic Bags into Art.* - *When you come across a title like that, what questions will you probably have and what answer do you expect to get from the news? Discuss with your partner.* - *Now listen to the news and see whether the text answers your question(s).*

PROSEDUR	INSTRUKSI/CATATAN
- Kosakata yang dianggap baru dan tidak bisa diterka dari konteks teks juga bisa dibahas makna pada tahap ini. **Task 3:** - Guru memperdengarkan teks listening yang bisa di download dari learningenglish.voanews.com/content/plastic-bag-as-art/1966951.html. Jika hal tersebut tidak memungkinkan, guru membacakan teks berita tersebut. Dalam konteks ini, lebih baik jika siswa belum membaca *news script* pada Task 5 tersebut. **Task 4:** - Guru meminta siswa untuk bersiap mendengarkan lagi dan guru mengatakan bahwa rekaman hanya akan dimainkan sekali ini karena radio juga tidak bisa diminta mengulang. Rekaman bisa diputar lagi hanya untuk mencocokkan jawaban. - Pertanyaan 1 s.d. 5 berisi jawaban faktual dari teks sedangkan pertanyaan 6 s.d. 9 berisi jawaban yang bersifat subjektif. Benar tidaknya jawaban bergantung pada argumen yang diberikan siswa.	- *Now listen to the text. While listening, check if your question is relevant with the text and whether you get the answer for that question too.* - *This means while listening you pay attention to the information you are looking for.* - *Are there any new words?* - *Read the comprehension questions number 1 to 5. Can you answer the questions? If you can, write them down.* - *Now, let's listen again to the news and take some notes about the information needed to answer the questions.* - *I will play the recording once again.* - *(Or, I will read aloud the text once)* - *Now, answer questions 1 to 5, individually first.* - *Then, compare your answers to your classmates' sitting next to you.*

Task 5: - Siswa memberi nomor urut pada kotak-kotak yang berisi informasi tentang bagian-bagian dari sebuah berita radio. Untuk melakukan ini, siswa membaca ***news script*** dan memahami urutan idenya. Berdasarkan urutan ide dalam teks, siswa menomori kotak-kotak tersebut.	- *Now let's check the answers together.* - *Okay, now let's continue to answer questions 7 to 10. Discuss the answers in pairs.* - *Now, let's share our answers with the class.* - *The text you just listened to is an example of a news report. Now, let's identify how the ideas and the steps or the reportage is arranged. Knowing that can help us understand the news better. Now, read the news scripts. After that, number the following boxes to show which parts come first and which come later.*

E. READING COMPREHENSION

PROSEDUR	INSTRUKSI/CATATAN
Task 1: - Sebelum membaca teks siswa diminta memerhatikan gambar dan membaca *caption* di bawah gambar. - Siswa juga diminta membaca judul.	- *Look at the photo and read the caption below that. Read also the title.*

- Berdasarkan foto, *caption*, dan judul, siswa diminta menerka isi bacaan. Jika siswa memahami gambar, *caption*, dan judul dengan benar, prediksi siswa tentang isi berita juga akan benar. - Siswa membaca teks dengan saksama dan mendapatkan informasi tentang upaya penanggulangan sampah.	- *Now, guess what do you think the news is about? Tell your idea to you classmate sitting next to you.* - *Now, read the news. Find out whether your guess is right.*
Task 2: Vocabulary activities Siswa mencari kata-kata dalam teks yang dicetak tebal dan memasangkannya dengan artinya.	- *Students, now find some boldfaced words in the text and match them with the meaning provided in task 2.*
Task 3: Comprehension Question Siswa menjawab pertanyaan bacaan. Mintalah siswa untuk bekerja dalam kelompok.	- *Answer the questions in pairs or in groups.* - *After that exchange your answer sheets. Check whether your answers the same as the students'. If they are different, whose answers are correct? Discuss with your group.*
Task 4: Writing activities Membuat news script untuk siaran radio. - Guru meminta siswa mempelajari lagi Task 2 (in C – Collecting Information). Setelah itu guru meminta siswa bekerja dalam kelompok untuk mengubah sebuah bacaan yang mereka pilih untuk menjadi script yang siap dibaca sebagai berita radio.	- *Read again the activity in Task 2 listening comprehension section on page 100. Now, use the information from that section to modify the reading text into a script for a TV news broadcast. Do that in pairs, then compare the result with your classmates'.*

F. TEXT STRUCTURE

PROSEDUR	INSTRUKSI/CATATAN
Task 1: *Identifying the Arrangement of Ideas of a news item.* - Dengan menggunakan jawaban pada **Task 5** pada bagian listening comprehension, siswa menjawab tugas pada task ini, yaitu mengidentifikasi struktur/ susunan gagasan pada berita radio. Siswa mengisi tabel menggunakan kotak-kotak informasi tersebut.	- *Fill in the blanks with the right words from the list of words provided on page ____. To help you do the exercises more easily, read again the vocabulary builder on page _____ and the vocabulary activity on page _____.* - *Do this yourself first. Then compare your answers to your classmates'.*

G. VOCABULARY EXERCISES

PROSEDUR	INSTRUKSI/CATATAN
- Siswa mengisi rumpang dengan menggunakan kata-kata yang telah disediakan. Di sini siswa mengaplikasikan pengetahuan mereka tentang kata-kata yang mereka pelajari sebelumnya dalam konteks baru.	- *Listen again to the radio news report. Then, look at the tables on page _____. The table shows how the ideas in a news report are arranged.* - *Fill in the table with the information from the boxes in task 7 Part B Listening Comprehension on page _____. Or, fill in the table with the information from the radio news script you have just made (Task 4 Part E Reading Comprehension on page _____).*

H. GRAMMAR REVIEW

PROSEDUR	INSTRUKSI/CATATAN
Task 1: - Guru meminta siswa untuk memerhatikan salah satu unsur kebahasaan dalam teks, yaitu berupa perubahan kata kerja menjadi kata benda dengan penambahan imbuhan –*ion* pada kertas kerja. Siswa kemudian berlatih menggunakan kata-kata tersebut dalam konteks kalimat yang disediakan dan yang mereka buat sendiri. **Task 2: Is it Verbs or Noun?** - Pada *grammar exercises* siswa menerapkan konsep yang baru mereka pelajari. Siswa mengubah kata kerja menjadi kata benda dengan menambahkan imbuhan –*ion* **Task 3: Do the exercises** - Siswa menggunakan kata kerja dan kata benda dalam kalimat yang mereka buat sendiri. Siswa harus mengetahui letak kata kerja dan kata benda dalam kalimat-kalimat tersebut.	- *Let's learn grammar. Let's learn how to make nouns from verbs.* - *Noun is a word that refers to a person, place, thing, event, substance, or quality. Jakarta, water, oxygen, cleanliness are examples of nouns.* - *We can make nouns from verbs. We can add the suffix -**ion** to verbs to form nouns.* - *Study the examples in the table and complete the list. Work individually first, then in pairs.* - *Now, apply your knowledge. Read the sentences in Task 2 Grammar Exercises. Pay attention to the words in brackets. By considering the message in the sentence, decide whether the words should be used as verbs or nouns.* - *If you think the words should be used as nouns, change them by adding the suffix **-ion** to change their part of speech* (jenis kata). - *Work individually first, then discuss your answers with your discussion partner.*

PROSEDUR	INSTRUKSI/CATATAN
Task 4: - Pada kegiatan *listening* ini, siswa diminta mendengarkan teks berita dengan saksama dan mencoba menuliskan (*transcribing*) berita yang mereka dengarkan. Hasil yang terbaik adalah yang semirip mungkin dengan aslinya. - Sedapat mungkin guru menggunakan teks lisan dari penutur asli supaya siswa belajar mengidentifikasi ujaran/kata-kata asing yang memiliki ucapan, penekanan dan intonasi yang berbeda dari bahasa Indonesia. Kegiatan ini melatih siswa untuk peka atas perbedaan tersebut dan ketika menyimak lebih berhati-hati. - Untuk itu guru bisa menggunakan teks berita di atas (lihat teks *'Artist Turns Plastic Bags into Art'* yang teks audionya bisa diunduh dari *learningenglish.voanews.com/content/plastic-bag-as-art/1966951.html.* - Bahan untuk kegiatan ini juga bisa diunduh di antaranya dari *iteslj.org/links/ESL/Listening/Downloadable_MP3_Files/*,	- *Now, try to make simple sentences using nouns and verbs in the following pairs of words.* - *Work in pairs first and then exchange it with a classmate.* - *Listen to this news report. I will play the recording twice. (Or, I will read aloud the news twice).* - *Write down any information you can get from the news report.* - *Transcribe or rewrite the news you've just listened to.* - *After that, exchange the result with your classmates'.* - *Now let's check together. I will play the recording again. (Or, I will read aloud the news again).*

PROSEDUR	INSTRUKSI/CATATAN
atau *www.manythings.org/listening, learningenglish.voanews.com/, www.bbc.com/news/,* dan sebagainya. - Namun, guru perlu mempertimbangkan tingkat kesulitan jika teks lisan diambil dari sumber autentik seperti *www.bbc.com/news/.* - Teks lisan yang bukan berita masih bisa digunakan. Siswa diminta mentranskripsi teks lisan yang didengarkan dan kemudian memodifikasinya menjadi teks berita radio. - Jika fasilitas Internet tidak ada, guru bisa mencari teks berita tertulis untuk dibacakan secara bersuara.	

I. WRITING/SPEAKING

PROSEDUR	INSTRUKSI/CATATAN
Task 1: - Siswa bermain dalam kegiatan *role play*. Dalam *role play* yang pertama siswa membandingkan susunan berita surat kabar dan radio.	- *It's speaking time. Let's do a role play.* - *There are two role play activities. Read both of them. Then Choose one which you think is more interesting to do.*

<table>
<tr><th>PROSEDUR</th><th>INSTRUKSI/CATATAN</th></tr>
<tr><td>- Siswa kemudian diminta memilih satu berita yang menarik dari Koran dan menuliskan ulang menjadi news script untuk berita radio. Setelah itu mereka bermain peran untuk menyiarkan berita radio dengan menggunakan teks berita yang telah mereka tulis ulang. Untuk hal ini, harus ada siswa yang berperan sebagai penyiar di studio, reporter di lapangan, dan beberapa pelaku peristiwa yang akan diwawancarai.

Task 2:
- Dalam role play kedua, siswa melakukan investigasi terhadap lingkungan sekolah untuk menemukan hal yang menarik untuk diberitakan. Setelah itu siswa menyusun berita radio untuk disiarkan. Prosedur selanjutnya sama dengan prosedur role play yang pertama.

Task 3: News Script.
- Siswa berlatih menulis naskah berita secara berkelompok. Siswa bisa melihat Task 8 pada observasi supaya struktur teks mereka bagus.</td><td>- We will do these activities in groups.

- When you do the activities don’t forget to use the vocabulary, grammar you have learned in this chapter. When you make a news script pay attention of the structure of a news report.

- So, now let’s make groups of four or five students and start to do the activity step by step.

- (selanjutnya untuk Task 1 dan Task 2, gunakan instruksi khusus yang tertulis pada BS).</td></tr>
</table>

J. REFLECTION

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa untuk memerhatikan salah satu unsur kebahasaan dalam teks, yaitu berupa perubahan imbuhan ***-ion*** pada kertas kerja. Siswa kemudian berlatih menggunakan kata-kata tersebut dalam konteks kalimat yang disediakan dan yang mereka buat sendiri.	

KUNCI JAWABAN

B. VOCABULARY BUILDER

1. sculpture (noun): an object made out of stone, wood, clay, etc	v
2. container (noun): something such as a box or bowl used to keep something in	v
3. tiny (adjective): extremely small	v
4. to braid: mengepang	v
5. braid: kepangan	v
6. to unravel: to fasten or tie something firmly	x
7. to incorporate: to include something as part of a group system, etc.	v
8. to replicate: doing something again and again to get the same result	v
9. to loop: to move in a circular direction that shapes the form of a loop	v
10. to secure: to undo twisted, knitted, or woven threads (mengurai)	x

11. masterpiece: the best work of art	v
12. treasure: a very important and valuable object	v

The meaning of the word number 6 should be exchanged with the meaning of the word number 10.

D. LISTENING COMPREHENSION

Task 1

- plastic bottles
- paper wrappers
- plastic wrappers
- unused vegetables
- cardboad
- wooden stuff
- fruit skin
- food leftovers

Task 2

Some examples of the answers:

a. How does she do that?
b. Why does she choose plastic bags to be recycled?
c. How do people around her respond to her idea?

The answers depend on the students' constructed questions. For the questions above, the following are some possible answers.

a. She braids the plastic bags or incorporates them into her art works.
b. She is interested in recycling plastic bags because she gets the plastic bags that come with her newspaper every morning and they have soft texture.
c. Her neighbors like the idea of using used plastic bags. They want her to teach them how to make art works from used plastic bags.

Task 4

1. It's about an artist who changes plastic bags into art works.
2. When the event took place is not mentioned and the event took place on an exhibit at the Prince George's African American Museum and Cultural Center in Maryland.

3. The artist, Allita Irby; and the artist's neighbor who respond positively to he Allita Irby's idea.
4. She changes plastic bags into art works.
5. How did she come out with the idea of turning the plastic bags into artwork? Every morning she gets newspapers in plastic bags. One day as she took her newspaper, she felt the texture of the plastic bags. She found out that it was soft. Then she realized that she could use them in her art works.
6. Who are Caty Weaver, June Simms, Allita Irby, Charlotte Hogan, Alita Meyer, and Shirley Watts?
   Caty Weaver: the broadcaster in the studio.
   June Simms: a reporter in the field
   Allita Irby: the artist who turns plastic bags into art works
   Charlotte Hogan, Alita Meyer, and Shirley Watts: Irby's neighbors, who give positive response to what Irby does.
7. Yes, it's important because it gives ideas about how to treat plastic waste. (Students may give different answers).)
8. (the answer depends on the students' contexts. If they frequently find similar information then Irby's idea is common. If students think the idea is common ask them to give other examples of how to recycle plastic bags or plastic waste.
9. Yes it is because it helps preserve the environment by keeping the environment clean from plastic wastes.
10. Plastic bags or plastic waste will not pollute the soil because they are reused for other purposes.

Task 5: **Teks untuk dibacakan**

Artist Turns Plastic Bags into Art

Welcome to American Mosaic from VOA Learning English. I'm Caty Weaver.

Making art with found materials is not a new idea. Recycled paper, cloth and metal goods can become important pictures and **sculptures.** An artist near Washington, D.C. just had her recycled art on exhibit at the Prince George's African American Museum and Cultural Center in Maryland. She uses a material found in every American home.

June Simms reports.

Plastic bags are not costly to produce. They are also strong and easy to carry. This is why they are a popular **container** in much of the world.

But they are also a major source of pollution. It can take hundreds of years for plastic bags to break down. As they do, tiny pieces can poison soil, lakes, rivers, and oceans. So, environmental experts urge people to reuse and recycle plastic bags.

Maryland artist Allita Irby does just that. It starts with the morning newspaper.

Ms. Irby will read it later in the day. What is more important is getting that plastic bag the paper comes in.

The mixed media artist **recognized** its rich possibilities about three years ago.

"As I was taking the newspaper out. I felt the texture of these bags, they were soft. I just looked down and realized it takes three to make a braid. I'll just put a few staples in here just to keep it from **unraveling."**

Since then, Irby has been using plastic bags to create abstract lines in her art works.

Before **incorporating** plastic bags in her pieces, Irby used natural materials like feathers, leather and dried plants.
All those elements represent her Native American ancestry and identity, like her piece called "Navaho Bundles."

"I was replicating a hair style, a Navaho hair style when the hair is heavy and it's **looped** back on itself. I took the piece and looped it back onto itself and secured it with a tie."

Ms. Irby's neighbors praise her ability to turn **trash** into **treasure.** Some, like Charlotte Hogan, asked the artist to teach them how to create art from used plastic bags.

"I think it's fascinating, it's wonderful. I do plan to share with my seniors at my church."

Neighbor Aleta Meyer expressed surprise.

"I've never given any more thought to what to do with a plastic bag. This is definitely different."

Shirley Watts also lives in the neighborhood. She plans to show others her art.

"I want to make a **masterpiece** that I can put in a frame and put it up on my wall and then I know that I did it."

Allita Irby says anyone can do it.

"I think we're all artists really, and there is beauty all around us."

The artist says all you have to do is open your eyes and bring the outside in.

I'm June Simms.

And I'm Caty Weaver. Join us again next week for another American Mosaic from VOA Learning English.

Task 6:

The reporter in the field mentions her name to end the reportage - **4**

The broadcaster in the studio tells the newsworthy event in the form of a summary - **2**

The broadcaster in the studio welcomes listeners to the program and introduces her name - **1**

The broadcaster in the studio ends the program by mentioning her name and inviting listeners to join the program again next time - **5**

The reporter in the field introduces her name and reports the event with more detailed information by interviewing some actors and witnesses of the event - **3**

E. READING COMPREHENSION

Task 1:

Surabaya has good waste management and other countries want to learn about that. (Jawaban bisa beragam tergantung pada apa ditemukan siswa setelah membaca teks)

Task 2:

1. reduction 2. municipal 3. household 4. composting center	5.wareness 6. landfill 7. trash

Task 3:

1. The main agenda was to increase the awareness of the waste management for economic and environmental benefits.
2. The main reason was probably because there were waste management problems in the participants' countries and the participants wanted to learn how to solve that from Surabaya.
3. Surabaya was selected to be the conference venue because it has successful waste management. (or, Surabaya became the conference host because of its success in managing municipal waste through the 3Rs program.)
4. Jawaban bisa beragam. Berikut adalah beberapa contoh:
   a. It was important because the conference can inspire other cities in Indonesia to learn how to manage their municipal waste from Surabaya.
   b. It was important to make Indonesia famous because of good things.
   c. etc
5. Jawaban bisa beragam tergantung informasi yang diketahui guru dan siswa.
   - At least Surabaya has implemented the three Rs so far.
6. Rismaharini believed that the best way to solve the waste management problem was to involve household in recycling activities.
7. There was a reduction in the volume of trash that ended up in the landfills.
8. The mayor told the schools to tell their students to bring their own plates and cups, and not to use drinking straws to reduce plastic waste
9. Jawaban bisa beragam tergantung pendapat siswa. Misalnya:
   - Excellent

- Good
- Environmentally friendly
- Very important for the environment
- Other cities should have that program too.
- I like it. Awesome.
- etc.

Task 4:

Good Morning. Welcome to Our Morning News Program.
I Am Dina Sudina

Indonesia has opened a regional recycling conference aimed at increasing awareness of waste management for economic and environmental benefits.

The Fifth Regional 3R Forum in Asia and the Pacific, which opened in Surabaya Tuesday, is being
attended by 300 participants from nearly 40 Asia and Pacific countries.

The city was chosen to host the event because of its success in managing municipal waste through the 3Rs, Reduce, Reuse, and Recycle.

Ucok Harahap Reports

Mayor Tri Rismaharini said waste transportation is expensive and that the best way to address the problem is at its sources, with every household involved in recycling activities. "We can see that every year there is a reduction in the volume of trash that ends up in the landfill. When I was the head of Sanitation and Parks, it was 2,300 cubic meters per day. Currently it's 1,200 cubic meters," she explained. "So you can see the reduction, which goes to composting centers, also in the community, and waste management centers."

The mayor said the city also runs a program for children called eco school.

"The school does not only teach about the environment but also introduces environmental-friendly practices, such as the eco school program where they bring their own plates and cups to reduce plastic waste. They even don't use drinking straws," added Tri Rismaharini.

The conference will continue until Thursday.

I am Marcell

And I'm Dini Sudini. Join us again tomorrow for another Morning News from your favorite radio station.

F. TEXT STRUCTURE

Opening The broadcaster in the studio welcomes listeners to the program and introduces her name.	Welcome to American Mosaic from VOA Learning English. I'm Caty Weaver.
main event/ newsworthy event The broadcaster in the studio tells the newsworthy event in the form of a summary.	Making art with found materials is not a new idea. Recycled paper, cloth and metal goods can become important pictures and **sculptures**. An artist near Washington, D.C. just had her recycled art on exhibit at the Prince George's African American Museum and Cultural Center in Maryland. She uses a material found in every American home.

Elaboration The reporter on the field introduces her name and reports the event with more detailed information by interviewing some actors and witnesses of the event.	June Simms reports. Plastic bags are not costly to produce. They are also strong and easy to carry. This is why they are a popular **container** in much of the world. But they are also a major source of pollution. It can take hundreds of years for plastic bags to break down. As they do, tiny pieces can poison soil, lakes, rivers, and oceans. So, environmental experts urge people to reuse and recycle plastic bags. Maryland artist Allita Irby does just that. It starts with the morning newspaper. Ms. Irby will read it later in the day. What is more What is more important is getting that plastic bag the paper comes in. The mixed media artist **recognized** its rich possibilities about three years ago. "As I was talking the newspaper out. I felt the texture of the bags, they were soft. I just looked down and realized it takes three to make a braid. I'll just put a few staples in here just to keep it from **unraveling**." Since then, Irby has been using plastic bags to create abstract lines in her art works. Before **incorporating** plastic bags in her pieces, Irby used natural materials like feathers, leather and dried plants. All those elements represent her Native American ancestry and identity, like her piece called "Navaho Bundles."

	"I was replicating a hair style, a Navaho hair style when the hair is heavy and it's looped back on itself. I took the piece and **looped** it back onto itself and secured it with a tie." Ms. Irby's neighbors praise her ability to turn **trash** into **treasure**. Some, like Charlotte Hogan, asked the artist to teach them how to create art from used plastic bags. "I think it's fascinating, it's wonderful. I do plan to share with my seniors at my church." Neighbor Aleta Meyer expressed surprise. "I've never given any more thought to what to do with a plastic bag. This is definitely different." Shirley Watts also lives in the neighborhood. She plans to show others her art. "I want to make a **masterpiece** that I can put in a frame and put it up on my wall and then I know that I did it." Allita Irby says anyone can do it. "I think we're all artists really, and there is beauty all around us." The artist says all you have to do is open your eyes and bring the outside in. people to reuse and recycle plastic bags.
Closing The reporter on the field mentions her name to end the reportage The broadcaster in the studio ends the program by mentioning her name and invite listeners to join the program again.	I'm June Simms. And I'm Caty Weaver. Join us again next week for another American Mosaic from VOA Learning English.

G. VOCABULARY EXERCISES

1. sculptures	8. treasure
2. reduce, trash, landfill	9. incorporate
3. containers, containers	10. master piece
4. break down	11. replicate
5. tiny	12. loop, unravel
6. braids, braid	13. municipal, compost
7. loop, secure	14. awareness

H. GRAMMAR REVIEW

Task 1

Verb	Noun
1. incorporate	incorporation
2. pollute	pollution
3. exhibit	exhibition
4. represent	representation
5. replicate	replication
6. create	creation
7. promote	promotion
8. donate	donation
9. contribute	contribution
10. produce	production

Task 2:

1. Think of what you can **contribute** to make your school atmosphere and environment better. Your meaningful **contribution** will make you feel better about yourself.
2. The artist **replicates** the hairstyle of an Indian ethnic group in America, the Navajo. The **replication** looks beautiful.
3. I **promote** Sita and Budi to be the representatives of our class in the student organization. I will use poster for the **promotion**.
4. The architect **incorporates** environmentally friendly materials in the design of the public library. The **incorporation** will make the new building harmonious with the surrounding.
5. The painting **exhibition** (or *exhibit*) will take place in the main hall of the library. Not only national artists but also some high school students will **exhibit** their works there.
6. Do not **pollute** this lake. If you do, the **pollution** will finally harm our health.
7. Be proud of being able to **create** this pop-up book yourself. Though it is not the best, your should appreciate the originality of your **creation**. This is really much better than copying other people's work.
8. Children in the landslide area need our **donation** for buying books and other learning materials. I suggest that everyone in this class **donate** some of their pocket money.

How To Make

Source: *www.static.boredpanda.com*

Tujuan Pembelajaran:

Setelah mempelajari Bab 8, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

- 3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan da ntulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips).
- 4.6.2 Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar, dan sesuai konteks.

CATATAN:

Bab 8, 9, 10 merupakan teks prosedur. Jika tidak memungkinkan untuk melaksanakan pbm untuk ketiga bab itu di kelas, Guru bisa memilih salah satu atau 2 bab. Bab 8 adalah bab yang paling mudah berkaitan dengan prosedur pembuatan makanan, bab 9 terkait dengan mengolah berbagai bahan bekas untuk menjadi produk-produk yang dapat dimanfaatkan dan kiat-kiat (tips), bab 10 berisi prosedur cara menggunakan teknologi. Jika guru memilih bab 10 untuk kegiatan pembelajaran di kelas, bab 8 dan 9 bisa dikerjakan siswa di rumah.

A. WARMER: BOARD RACE

PROSEDUR	INSTRUKSI/CATATAN
- Pada saat siswa masih menutup bukunya, Guru menjelaskan tentang *boardrace* yaitu siswa secara berkelompok berlomba untuk menuliskan kata-kata sebanyak-banyaknya di papan tulis. Kelompok dengan kata-kata terbanyak menjadi pemenang. - Guru membagi siswa menjadi 4 kelompok dan meminta mereka untuk berdiri berbaris menghadap papan tulis sesuai dengan kelompok masing-masing. - Siswa dalam kelompok diminta menuliskan kata-kata yang berhubungan dengan proses pembuatan kue. - Aktifitas ini bagus untuk mengidentifikasi kemampuan kosa kata siswa yang berhubungan dengan topik.	

Group 1	Group 2	Group 3	Group 4
bake	banana	sugar	mix
chocolate	dip	strawberries	prepare
ingredients	chop	whipping	almond extract
glass	bowl	cream	refrigerate
measuring cup	melt	microwave	
	freeze	stir	
		baking sheet	
		decorate	

B. LISTENING

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa untuk menyiapkan buku tulis dan alat tulis. Buku teks tetap tertutup. - Guru membacakan resep **'Chocolate Dipped Strawberries'** dan meminta siswa untuk mencatat informasi penting tentang resep tersebut. - Siswa mencocokkan catatannya dengan teman terdekat dan mendiskusikan kata-kata sulit di dalamnya.	- *Okay, now prepare to listen to a recipe that I'll read for you. Write down important tings on your paper.* - *Now, show your notes to your friends. Exchange information. What information you miss?* - *Listen again, and add more notes.*

- Guru meminta siswa untuk mendengarkan lagi dan melengkapi catatannya.	

Selanjutnya, guru meminta siswa untuk menutup kembali buku mereka dan mendengarkan instruksi guru tentang pembuatan resep "Chocolate Dipped".

C. VOCABULARY BUILDER

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa mencari sinonim dari kata-kata dalam *vocabulary builder*. Setelah selesai, guru dan siswa membahasnya. - Guru mengajak siswa mempraktikkan pelafalan kata-kata secara benar.	

1.	dip (v)	immerse, submerge, plunge
2.	ingredient (n)	item, thing, element
3.	chop (v)	cut, slice
4.	dash (n)	splash, drop
5.	combine (v)	mix, blend
6.	melt (v)	dissolve, soften
7.	stir (v)	beat, whisk, mix
8.	cool (v)	cold
9.	excess(v)	surplus, extra
10.	drip off (v)	drop, trickle
11.	set (adj)	solid

D. PRONOUNCIATION PRACTICE

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa mendengarkan dengan teliti	

pelafalan dari kata-kata dalam *pronunciation practice* dan meminta siswa untuk menirukan.	

E. TEXT STRUCTURE

PROSEDUR	INSTRUKSI/CATATAN
Task 2 - Guru meminta siswa untuk melengkapi teks percakapan dengan merujuk pada resep 'Chocolate Dipped Strawberries'. - Guru meminta siswa untuk mempraktikkan percakapan dengan teman sebangku.	- *After you listen to my explanation about the structure in a procedure text, now complete the blanks in the text.*
Task 3 - Guru meminta siswa untuk melihat resep yang mereka bawa dari rumah dan melengkapi kolom yang ada.	- *Now, look at the recipe you brought from home. Then, complete the column with information you got from the recipe.*

F. SPEAKING

PROSEDUR	INSTRUKSI/CATATAN
Task 1 - Guru meminta siswa untuk memberikan resep tadi kepada teman sebangku. - Guru meminta siswa untuk praktik memberikan instruksi seperti yang ada dalam resep yang mereka bawa dan meminta temannya untuk mengecek.	- *Now, practice giving instructions to your friends and your friends will follow your instructions .*

PROSEDUR	INSTRUKSI/CATATAN
apakah instruksi yang diberikan sudah tepat sesuai dengan resep yang ada. - Setelah selesai, guru meminta siswa untuk berganti peran, antara yang memberi instruksi dan yang mendengarkan instruksi. **Task 2** - Setelah selesai, siswa berdiskusi tentang perbedaan resep yang mereka miliki. **Task 3** - Guru meminta siswa untuk melengkapi teks rumpang. **Task 4** - Guru meminta siswa untuk praktik memberikan instruksi kepada teman, teman lain mengikuti instruksi tersebut. Siswa melakukan ini secara bergantian.	- *Now, exchange roles.* - *Next, discuss with your friends about the differences between your recipe and your friends' recipe.*

G. REFLECTION

- Guru meminta siswa untuk mengingat kesulitan yang mereka alami ketika memberikan instruksi dan ketika mengikuti instruksi lalu menuliskannya pada kolom yang tersedia. - Guru mendiskusikan dengan siswa tentang cara mengatasi kesulitan tersebut.	

- Guru meminta siswa untuk melakukan refleksi.	

KUNCI JAWABAN

E. TEXT STRUCTURE

Task 2

A: Which one do you like, the semisweet or the bittersweet one?
B: I like the bittersweet one.
A: Do you know how to make chocolate dipped strawberries?
B: Sure, first prepare the ingredients .
A: What are the ingredients?
B: 2 squares semisweet or bittersweet chocolate, ½ tablespoon whipping cream, dash almond extract and 8 strawberries.
A: What's the next step?
B: Mix chocolate and the whipping cream in a glass measuring cup or bowl. Then microwave at medium power for 1 minute until the chocolate melts, stirring after 30 seconds. Stir in the almond extract and cool slightly.
A: Why should it be cooled slightly?
B. To keep the strawberry dipped into it fresh and crunchy.
A: What's the next step?
B: Dip each strawberry into the melted chocolate.
A: How long do you put it in the refrigerator?
B: About 15 minutes?

A: Do you know what text structure is used in the text about how to make chocolate dipped strawberries above?
B: It's a sequential text structure.
A: What's the author do in this kind of text structure?
B: The author puts steps in making the chocolate dipped strawberries.
A: What's the author's purpose?
B: The author would like to inform the readers about the way to make chocolate dipped strawberries.

Chapter 9

Do It Carefully!

Source: *www.japantoday.com*

Tujuan Pembelajaran:

Setelah mempelajari Bab 9, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips).

4.6.2 Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar, dan sesuai konteks.

A. WARMER

PROSEDUR	INSTRUKSI/CATATAN
- Bersama-sama guru siswa saling berbagi informasi tentang benda, tanaman, atau binatang kesayangan. Informasi ini diharapkan mengarah pada **identitas** benda, tanaman, atau binatang serta **penjelasan tentang cara merawatnya.**	- *Today we are going to talk about something special. First, read the questions in the warmer section, and try to answer them individually. After that share your answer with your classmate sitting next to you:* *a. Do you have something that is very special to you?* *b. What is it that is special to you?* *c. Why is it special to you?* *d. Does that thing need special care?* *e. How do you take care of it?*

B. READING

- Guru memberi contoh dua teks dalam bahasa Inggris (Task 1) yang di dalamnya terdapat ***time sequencers*** (urutan penanda waktu). Selanjutnya, guru membimbing siswa menganalisis fungsi sosial, struktur teks, dan ciri kebahasaan kedua teks melalui kegiatan menjawab pertanyaan yang ada (Task 1).	**Task 1** *Now, read the following reading texts. Then, read the questions. Work in pairs to find the answer. You can read again to find the answers.* *a. Read text 1 and text 2. What are they about?*

PROSEDUR	INSTRUKSI/CATATAN
	b. For what purpose did the writer write the text? Do you think the texts have the same purpose in society? Why do you think so? *c. Do the two texts use time sequencers, such as: first, second, next, then, etc? What is the function of the sequencers?* *After you finish discussing the answers with your partner, let's check them together.* *Now, let's continue our discussions. answer the following questions:*
- Melalui kegiatan tanya jawab, siswa memberikan komentar dan pandangannya tentang fungsi sosial masing-masing, ketepatan unsur kebahasaannya, format, tampilan, dsb. Hal-hal yang dapat diidentifikasi siswa adalah: o Fungsi sosial o Struktur teks o Ciri-ciri kebahasaan o Sumber teks o Cara penyajian	*a. What is the social function of the text?* *b. How are the ideas in the texts ordered or arranged?* *c. Can you find the dominant language features in the two texts?* *d. What are the sources of the texts?* *Let's discuss together.*

PROSEDUR	INSTRUKSI/CATATAN
- Guru membimbing siswa menemukan ***adverbials*** dalam dua teks model (Task 2).	**Task 2** - *Read the texts again. Try to find some adverbials there.* - *Do you know what adverbials are? Look at the examples see them in the sentences.* - *What do you think are the functions of those phrases?* - *What information do you get from the phrases?* *Now try to find other examples of adverbs in the two texts.*
- Guru membagi siswa ke dalam kelompok. Secara berkelompok siswa membahas pertanyaan-pertanyaan yang ada pada Task 3. Jawaban siswa dapat bervariasi karena pengalaman masing-masing. Secara bergiliran siswa menyampaikan hasil diskusi kelompoknya. Guru membimbing proses diskusi kelas.	**Task 3** - *Now sit in groups of four students. Discuss the questions in the work book in Task 3. Talk about geckos.* - *What are geckos?* - *Have you even seen geckos or their pictures?* - *Have you ever read anything about leopard geckos?* - *What information about geckos did you get from reading?*

PROSEDUR	INSTRUKSI/CATATAN
	Is there anyone who wants to share the result of your discussion with the class?
- Siswa membaca teks tentang leopard geckos (Task 4) secara individu dengan metode ***skimming***. Hasil ***skimming*** dimanfaatkan untuk menjawab pertanyaan yang ada.	**Task 4 & 5** - *Now, read the text individually. Read and skim each paragraph in the reading text. Skim through to find information about how to breed gecko. Then answer the questions that follow. Discuss the answers together in your group.* - *Now, it's time to share the groups' answers with the class.*
Task 6 Guru meminta para siswa untuk membaca teks pada Task 6 dan menjawab pertanyaan no. 1 sd 5 berdasarkan bacaan tentang bagaimana caranya memandikan anjing. Pertayaan 1 s/d 5 tersebut telah digunakan untuk teks sebelumnya tentang leopard gecko. Dengan demikian diharapkan siswa tidak mendapat banyak kesulitan. Guru bisa meminta siswa menjawab pertanyaan-pertanyaan tersebut di luar jam kelas secara individu atau kelompok.	**Task 6** - *Okay students, the next passage is interesting. What is it about?* - *Read the text and then answer the questions. The questions are the ones that we already used for the previous text about leopard gecko.*

PROSEDUR	INSTRUKSI/CATATAN
	- *Answer the questions at home outside of this meeting. You can do it individually or in groups. We can check the answers together in the next meeting.*

C. VOCABULARY BUILDER

PROSEDUR	INSTRUKSI/CATATAN
- Siswa berusaha mencari makna kata (Task 4), baik dengan menebak melalui konteks maupun melihat makna kata tersebut di kamus. Guru memberikan contoh cara melafalkan kata-kata dalam Task 4 dan siswa menirukan pelafalan yang benar.	- *Find the meaning of the words.* - *Read the text about how to breed geckos and then individually guess the meaning of each word in the vocabulary list. Use the sentences surrounding the words to help you make the best guess.* - *If you cannot guess it, you can consult your dictionary.* *After that, compare the meanings of the words with your classmates'.*

D. PRONUNCIATION PRACTICE

PROSEDUR	INSTRUKSI/CATATAN
	- *Now, let's learn how to pronounce the words.* - *Listen carefully and repeat after me.*

	- *I will read them and you can identify which word I am reading.* *Now, it's your turn to read and the rest will identify the words being read. Is there anyone volunteering to read the words aloud?*

E. GRAMMAR REVIEW

PROSEDUR	INSTRUKSI/CATATAN
- Dengan bimbingan guru, siswa dapat menemukan kalimat perintah ***(commands/imperative sentences)*** yang ada dalam teks (Task 4). Selanjutnya dengan bimbingan guru siswa menemukan ***adverbials*** dalam teks (Task 6).	*Read again the texts about how to breed leopard geckos.* - *Find the commands or instructions. Circle all the commands in the text.* - *In the commands there are adverbials. Examples of adverbials are above the vent, for cent, without the need, etc.* - *Do you remember what is the function of adverbs in sentences?* - *Underline any adverb/adverbials you can find in the text.*

PROSEDUR	INSTRUKSI/CATATAN
Grammar Exercise - Dengan bimbingan guru siswa mengingat kembali konstruksi kalimat perintah *commands (imperative sentences)*. Pemilihan kata kerja yang tepat disesuaikan dengan konteks dalam kalimat. Siswa diharapkan dapat mengisi dengan kata kerja seperti berikut. Selanjutnya mereka menemukan ***adverbials*** yang ada dalam semua butir soal.	- *In this grammar exercise, practice making imperative sentences that you can use to tell people to do something.* - *Fill in the blanks with appropriate verbs that indicate commands/ imperative sentences.* - *When you finish, read all the items again and then circle the adverbials you can identify.*

F. TEXT STRUCTURE

PROSEDUR	INSTRUKSI/CATATAN
Guru membimbing siswa menemukan struktur teks ***procedure: goal, materials/things, steps.*** Guru mengelaborasi isi dari masing-masing bagian struktur teks jenis ini (Task 4). Tabel yang sudah dilengkapi oleh siswa juga dapat dimanfaatkan sebagai bahan penguatan pemahaman terhadap struktur teks.	- *Read the explanation in part F, Task 1 that tells you how ideas in procedure texts are arranged or structured.* - *Ask the teacher if you still don't understand after reading the explanation.* - *Then, read the model text on how to breed leopard gecko, and write in the table the appropriate parts of the procedure text.*

PROSEDUR	INSTRUKSI/CATATAN
- ***Parts of the Text*** *Goal* - ***Difficulties*** *How to breed leopard geckos* - ***Parts of the Text*** *Materials* - ***Difficulties*** *Things you'll need: cage for geckos; laying box; incubation; lots of crickets dusted with calcium for egg growth; very small crickets for the babies.*	
- ***Parts of the Text*** *Steps* - ***Difficulties*** *Steps 1: Get a male and female leopard gecko.* *Steps 2: Prepare a large cage for the male and female to live in together.* *Steps 3: Get the incubator ready for the eggs and provide a lay box.* *Steps 4: Ready the laying box to put in the cage.* *Steps 5: Place the eggs in the incubation medium.* *Steps 6: Observe the developing embryos.* *Steps 7: Have tiny crickets readily available.*	

PROSEDUR	INSTRUKSI/CATATAN
- Guru membimbing siswa menemukan ciri-ciri kebahasaan teks prosedur, yaitu berupa ***commands*** *(imperative sentences)* seperti *Get, Prepare,* dll. dan ***time sequencers*** seperti *first, second,* dll; serta ***adverbials*** seperti *above the vent*, dll.	

G. SPEAKING

PROSEDUR	INSTRUKSI/CATATAN
- Siswa mempelajari kembali informasi yang ada pada tabel. - Secara bergiliran siswa menceritakan kembali di depan kelas prosedur mengembangbiakkan leopard geckos.	- *Read again the information you have written down in the table.* - *Based on the information, prepare some notes for oral presentation. Take turns presenting the information you have in front of the class.* - *As an alternative, if you don't like talking about geckos, you can present a topic that you like on a procedure of doing something, like how to take care of cats, or dogs, etc. Use the table to prepare your presentation. Then, take turns presenting your topic with your classmates.*

Yaitu berupa ***commands*** *(imperative sentences)* seperti *Get, Prepare,* dll. dan ***time sequencers*** seperti *first, second,* dll; serta ***adverbials*** seperti *above the vent*, dll.	- *Pay attention to the commands, and time sequencer. Write the time sequencers below the table.*

H. WRITING

PROSEDUR	INSTRUKSI/CATATAN
Task 1: - Secara berkelompok siswa mencari teks prosedur (Task 1) baik dengan cara pergi ke perpustakaan atau mencari melalui internet. Teks prosedur yang dimaksud dapat berupa cara **membuat** sesuatu atau cara **mengerjakan** sesuatu. Guru menekankan pentingnya memerhatikan pertanyaan-pertanyaan penuntun berikut untuk dapat mengambil kesimpulan bahwa teks yang mereka pilih termasuk dalam kategori teks prosedur. - *What is the goal?* - *What are the materials/things/ ingredients needed?* - *What are the steps to do?*	**Task 1** - *Now I want you to find other examples of procedure texts. You can look for it in magazines and Internet. Try to find a procedure text on how to make something or how to do something.* - *Then, read your text that you have got and answer the following questions:* *a. What is the author's purpose in writing the text?* *b. What are the materials/things /ingredients needed?* *c. What are the steps to do?* *d. Do the assignments in groups of four students.*

PROSEDUR	INSTRUKSI/CATATAN
Task 2: - Dengan bimbingan guru, secara berkelompok siswa menemukan kalimat perintah *commands (imperative sentences)* dalam teks mereka (Task 2). **Task 3:** - Dengan bimbingan guru, secara berkelompok siswa menemukan penanda urutan waktu *time sequencers* dalam teks mereka (Task 3) **Task 4:** - Dengan bimbingan guru, secara berkelompok siswa menemukan *adverbials* dalam teks mereka (Task 4). - Dengan bimbingan guru, siswa berbagi hasil diskusi kelompok dengan kelompok lain. **Task 5:** - Dengan bimbingan guru siswa mencoba mengembangkan teks jenis ***procedure*** (Task 5). Siswa diminta memerhatikan struktur teks sebagai berikut.	**Task 2** - *Now, try to find the commands/ imperative sentences.* **Task 3** *Don't forget to also find the time sequencers.* **Task 4** *Find also the adverbials used in your text.* **Task 5** - *Write all of the results of your discussion neatly. Then exchange it with another group to get feedback.* - *Now that you are more knowledgeable about procedure text, let practice writing a procedure text of our own.* - *When you write, use the following guiding questions:* *a. What is your goal? Or what is your purpose in writing the procedure text?* *b. What are the materials / ingredients needed?*

PROSEDUR	INSTRUKSI/CATATAN
Task 6: - Dengan bimbingan guru siswa memeriksa hasil pekerjaan teman (Task 6). Pada saat membaca pekerjaan teman, mereka diingatkan untuk memperhatikan hal-hal berikut. a. The text structure: goal, materials, steps b. The use of commands (imperative sentences) c. The use of time sequencers d. Spelling e. Punctuation f. Capitalization g. Formatting h. References	*c. What are the steps to do?* *d. Write your text neatly and attractively. You can give good illustration.* **Task 6** - *After you finish, exchange your work with your classmate. Read it carefully and give feedback based on the following items:* *a. the text structure: goal, material, steps.* *b. the use of commands (imperative sentences)* *c. the use of time sequencers* *d. spelling* *e. punctuation* *f. capitalization* *g. references*
Task 7: - Dengan bimbingan guru siswa mengurutkan kalimat menjadi paragraf yang baik (Task 1) seperti berikut. Guru meminta siswa memerhatikan penggunaan ***time sequencers.***	**Task 7** - *Read the instruction for Task 7. Rearrange those sentences into a good paragraph.*

	- *Do it individually first, then compare it with your partner's work.*

I. VOCABULARY EXERCISE

PROSEDUR	INSTRUKSI/CATATAN
- Dengan bimbingan guru siswa mengingat kembali makna kata yang sudah dipelajari dan mengaplikasikannya dalam konteks yang lain (Task 1). Siswa dapat melengkapi kalimat dengan kata yang benar seperti berikut.	- *Read again the meanings of some words you studied in Vocabulary Builder activities.* - *Make sure you know the meaning of the words. Read the sentences around the words to give clearer understanding about the meaning of the words.* - *Now, put the words in the context of the following new sentences.* - *Understand the message of the sentences first, then decide which word from the list provided can be used to fill in the blanks.* - *Do this individually first, then discuss your answer in pairs. Discuss any differences. Whose answers are correct and why?* - *After that, we can check the answers together.*

J. REFLECTION

PROSEDUR	INSTRUKSI/CATATAN
- Dengan bimbingan guru siswa melakukan refleksi tentang pemahaman mereka. Respon siswa dapat bervariasi. 1. *Do you have the goal to accomplish?* 2. *Do you have the materials/things ingredients?* 3. *Do you know the steps?* 4. *Do you use commands?* 5. *Do you use time sequencers?* 6. *Do you pay attention to spelling, punctuation, capitalization, and formatting?* 7. *Do you use references?*	- *Before we end our discussion on this chapter, do you know how to create a procedure text?* - *Now, respond to the following questions to check whether you understand how to create a procedure text.* *a. Do you have the goal to accomplish?* *b. Do you have the materials / things/ ingredients?* *c. Do you know the steps?* *d. Do you use imperative sentences?* *e. Do you use time sequencers?* *f. Do you pay attention to spelling, punctuation, capitalization, and formatting?* *g. Do you use references?*

KUNCI JAWABAN

B. READING

Task 5

1. How to breed leopard geckos.
2. To describe or to explain how to breed leopard geckos.
3. Things you'll need and Steps.
4. Five different materials (things).
5. Seven steps.
6. (Students can just copy from the text)
7. Yes, because they indicate the procedure that we have to follow.
8. If we want girls, we have to set the incubation temperature 80 to 85 degrees; if we want males, we have to set the temperature 90 to 95 degrees, and if we want a mix, we have to set the temperature in the middle.

E. GRAMMAR REVIEW

Task 2

1. **Mop** the floor please. It looks so dirty because of the muddy spots.
2. **Get** the scissors; they are on my desk. We need to cut the paper into smaller pieces.
3. All the dishes seem to be ready to serve for dinner except the crackers. **Fry** them with the new cooking oil.
4. **Pour** the hot water into the cup. **Add** some sugar and then **stir** it.
5. **Chop** the lamb for tomorrow is barbeque.

6. You do not have to see the teacher for submitting this assignment. Just **put** your work in her mailbox.
7. **Get** dressed soon. We are running out of time for the party.
8. **Wash** your dirty clothes today, please; otherwise, you do not have anything to wear tomorrow.
9. **Slice** the onion to be fried and then put into the vegetable soup.
10. **Take** a bath now if you do not want to be in a long queue.

H. WRITING

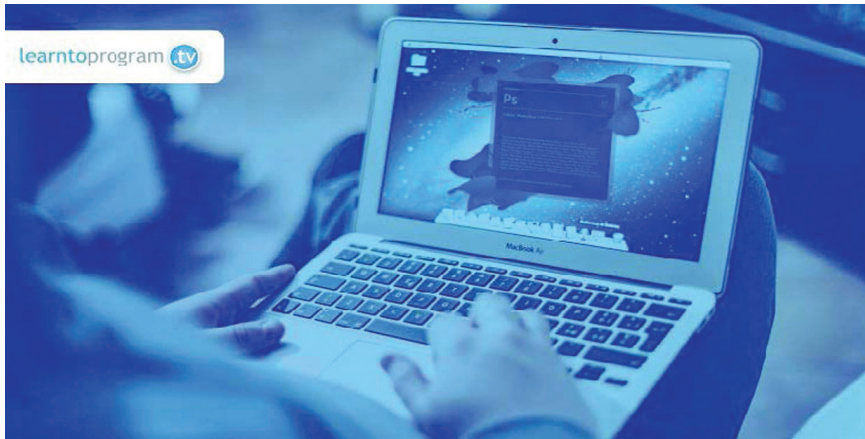
Task 7 Rearrange Sentences

Using medicated lotion or spray is an alternative method of treating head lice. However, no medicated treatment is 100% effective. Consult your pharmacist for the right over-the-counter lotion or spray. Remember that medicated treatments should only be used if a living (moving) head louse is found. Follow instructions that come with the medicated lotion or spray when applying it. Depending on the product you are using, the length of time it will need to be left on the head may vary, from 10 minutes to 8 hours.

I. VOCABULARY EXERCISE

1. Dina has bought a more unique **cage** for the newly-hatched birds.
2. Throughout the experiment, the students have to ensure that the **temperature** is relatively the same from time to time.
3. The family intend to **breed** a new species of leopard geckos.
4. The neighbors finally decided to **separate** their areas by using fences.
5. Salamanders are oviparous and **lay** large eggs in clumps in water.
6. It seems to take about twenty days for this egg to **hatch**.
7. On the **lid** of the plastic container is a wooden sculpture of an animal.
8. The animals have to be separated because the male one shows much **aggression**.

Chapter 10

How To Use Photoshop?

Source: *www.udemy-images.udemy.com*

Tujuan Pembelajaran:

Setelah mempelajari Bab 10, siswa diharapkan mampu:

3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips).

4.6.2 Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesua ikonteks.

A. WARMER: WALL RACE

PROSEDUR	INSTRUKSI/CATATAN
- Pada saat siswa masih menutup bukunya, Guru meminta siswa untuk mendiskusikan dengan teman terdekat tentang sesuatu yang mereka ketahui mengenai Photoshop. - Setelah itu, Guru menjelaskan tentang Wall race yaitu siswa secara berkelompok berlomba untuk menuliskan kata-kata sebanyak-banyaknya di kertas yang telah ditempel guru di dinding kelas (tempat berbeda antara satu kelompok dan kelompok yang lain). Kelompok dengan kata-kata terbanyak menjadi pemenang. - Guru membagi siswa menjadi 4 kelompok dan meminta mereka untuk berdiri berbaris menghadap papan tulis sesuai dengan kelompok masing-masing. - Siswa dalam kelompok diminta menuliskan kata-kata yang berhubungan dengan proses pengoperasian Photoshop. - Aktivitas ini bagus untuk mengidentifikasi kemampuan kosakata siswa yang berhubungan dengan topik.	- Do you know Photoshop? What do you know about Photoshop? - You're going to do Wall Race. Look at those papers on the wall. Write down words related photo editing on the papers I attached on the wall. - Okay, I'll divide you into 4 groups. Let's count 1, 2, 3, 4. 1, 2, 3, 4. 1, 2, 3,4.... Okay, who is the number 1, raise your hands. Good, you will be group 1. Number 2, raise your hands. You'll be group 2. Three, raise your hands. You're group 3. Four? Raise your hands. You'll be group 4. Group 1, please write on that paper, group 2 please write over there, group 3 over there and group 4 on that wall. Okay, let me check whether you understand my instructions. Anto, what group are you? Good. Where will you write? Excellent. Okay, now move. Group 1, make a line here. Group 2, make a line here...

Group 1	Group 2	Group 3	Group 4
crop	enlarge	blur	photo
tool	pictures	interesting	area
software	color	beautiful	portrait
graphic	enhance	function	image
artists	size	focus	software
photographers	editing	control	pictures
easy	complex	image	color
interesting	easy	enlarge	resize
enhance	outline	intensity	beautiful
beautiful	rectangular	elliptical	complex
intensity	focus	artists	interesting
function	tool	photo	graphic

B. VOCABULARY BUILDER

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa mencari sinonim dari kata-kata dalam vocabulary builder. Setelah selesai, guru dan siswa membahasnya.	- Now, find the synonyms of the following words. If you don't know the synonyms, you may open your dictionary.

graphics = illustrations, pictures, visuals, charts
edit = revise, improve
common = normal, customary, usual, ordinary
daunting = discouraging, scaring
image = picture, appearance
alter = change
isolate = separate
spot = mark, place
enhance = heighten, boost, increase, enrich
excellent = outstanding, exceptional, admirable
crop = cut, shorten, trim, curtail
fraction of time = super quick
the ins = the inputs, raw materials
clarity = clearness, precision, intelligibility, lucidity
opacity = vagueness, complexity, not clearness
saturation = satiety, diffusion
accurate = precise, exact, perfect, correct

C. PRONUNCIATION PRACTICE

PROSEDUR	INSTRUKSI/CATATAN
TASK 1: - Guru meminta siswa mendengarkan dengan teliti pelafalan dari kata-kata dalam pronunciation practice dan meminta mereka untuk menirukan.	- Listen and repeat after me

D. LISTENING

PROSEDUR	INSTRUKSI/CATATAN
TASK 1: - Guru meminta siswa untuk menyiapkan buku tulis dan alat tulis. Buku teks tetap tertutup. - Guru membacakan teks tentang 'Photoshop Tools' dan meminta siswa untuk mencatat informasi penting tentang teks tersebut. **TASK 2: Matching Activity** - Guru meminta siswa untuk mencocokkan gambar tools dengan nama dan deskripsi tentang tools tersebut. Untuk membuat aktivitas lebih menarik, guru membuat gambar, nama dan deskripsi tersebut dalam bentuk potongan-potongan.	- Okay, now prepare your pen and paper. You're going to listen to me reading a text about Photoshop. Write down important things that you listen.

PROSEDUR	INSTRUKSI/CATATAN
- Siswa mencocokkan catatannya dengan teman terdekat dan mendiskusikan kata-kata sulit di dalamnya. - Guru meminta siswa untuk mendengarkan lagi dan melengkapi catatannya.	- Discuss your notes with your friends. - Now, listen again and complete your notes.

E. READING COMPREHENSION

PROSEDUR	INSTRUKSI/CATATAN
TASK 1: Predicting Activities - Guru memberikan beberapa pertanyaan yang menggiring siswa untuk memprediksi isi teks bacaan. Hal ini penting untuk mengaktifkan background knowledge siswa tentang topik. **TASK 2: Reading Text** - Siswa membaca teks bacaan untuk memahami pesan dalam teks prosedur. **TASK 3: Comprehension Questions** - Guru mengarahkan siswa untuk menjawab pertanyaan sesuai dengan isi bacaan. Pertanyaan-pertanyaan diarahkan agar siswa berinteraksi dengan teks.	- Okay. Do you have photos at home? Do you want to improve the quality of your photos? What do you want to improve? Do you know how you can do it? Yes, now there's a very good computer program that can help you improve the quality of your photos. The program is called Photoshop. How many of you can operate Photoshop? Allright, in this chapter you're going to learn how to operate Photoshop. - Now, read the text and answer the following questions.

Task 2:

1. 5 tools
2. Layers are the most important thing in photoshop.
3. It will make our layers organized and it will ease our job, especially if we are working on a project with a large number of layers.
4. With layers, we can select, add, delete, and duplicate them. We can also do all sorts of cool things like making animated pictures.
5. To customize color, open the Color Picker by double-clicking on the top box either in the Color module, or in that menu on the left. Then, you'll see a vertical spectrum of color with a slider on it, which you can adjust to create your own custom color.
6. To add text to your graphic, click the "T" icon on the left side bar, drag the text box over any particular area you want text to appear, and you're set to go.
7. No, it can be done using The Custom Fonts and The Text Tool
8. Crop tool.
9. It is originally continued with further information of how to operate Photoshop.
10. I want to know how The Select Tool, The Move Tool, The Zoom Tool, The Eraser, The Fill Tool, and The Eyedropper operate. I also want to know a number of features to enhance the look of our graphic.

F. TEXT STRUCTURE

PROSEDUR	INSTRUKSI/CATATAN
- Guru mengajak siswa membaca informasi tentang struktur teks. - Guru meminta siswa mengidentifikasi struktur teks pada teks 'How to Operate Photoshop: Tutorial for Beginners'. - Guru dan siswa mendiskusikan hasil identifikasi struktur teks.The text misses some paragraphs related to operate The Select Tool, The Move Tool, The Zoom Tool, The Eraser, The Fill Tool, and The Eyedropper operate. It also does not have a concluding paragraph.	- Now, let's focus on the text structure. Identify the structure of the text and write it in the provided column.

G. SPEAKING

PROSEDUR	INSTRUKSI/CATATAN
TASK 1: - Guru meminta siswa untuk membaca informasi di website yang sudah ditunjukkan tautannya lalu menuliskan hasil bacaannya pada kolom yang telah disiapkan.	- To understand better about Photoshop, please open the website. Open the link. Then, write down the information that obtain from the website.

TASK 2: - Guru meminta siswa untuk berpasangan dan menceritakan prosedur penggunaan Photoshop tools kepada temannya secara bergantian.	- Now work in pairs. Tell yours friends about the information that you've obtained from the website.
TASK 3: - Preparation: 1. Guru memberi pekerjaan rumah kepada siswa untuk membaca teks prosedur, baik di media cetak maupun internet, terkait dengan penggunaan produk teknologi, seperti, kalkulator, rice cooker, pengering rambut, vacuum cleaner, mesin cuci, google map, hp, Quran digital, dll. 2. Guru meminta siswa membuat catatan hasil membaca dan berlatih memberikan instruksi cara mengoperasikan alat yang telah dipilih. 3. Guru meminta siswa untuk membawa peralatan yang akan diceritakan prosedur penggunaannya. Jika tidak ada alat yang sebenarnya, siswa dapat membawa gambarnya.	- For your homework, read procedure text about how to operate technological products, such as rice cooker, hair dryer, vacuum cleaner, washing machine, mobile phone, Qur'an digital. You can read from the internet, book, magazines, and so on. - Make a short note on the procedures of how to use those things. Then, practice explaining and doing demo of how to use the technological products. Next meeting you'll explain and show your friends how to use the products. - Don't forget to bring the products to the class next meeting. If you do not have the real thing, you can bring the picture of the products. One person brings one product.

- Communicating the Procedures (Group work) 1. Guru membagi siswa dalam beberapa kelompok. Masing-masing kelompok terdiri dari 4 orang. 2. Guru meminta siswa mendemonstrasikan prosedur penggunaan alat. Jika memungkinkan penonton dapat mencoba mengikuti instruksi penggunaan alat tersebut. Siswa melakukannya secara bergantian.	- You'll present and show your products in groups of four. - Now, in groups do the demo and guide your friends to follow your instructions and tips. Do it in turns.

H. REFLECTION

PROSEDUR	INSTRUKSI/CATATAN
- Guru membimbing siswa memeriksa tujuan pembelajaran dan menilai apakah tujuan tersebut telah mereka capai. Jika ada yang belum, maka siswa disarankan mengulang mengerjakan kegiatan yang masih dirasakan sulit dan bisa berkonsultasi dengan guru atau teman yang dianggap bisa.	- Now, let's check the aim of the lesson. Do you think we've achieved the aim of the lesson? - If not, which one? Why? How can we improve? What can I do for you? What can you do to help your friends?

Chapter 11

Let's Make a Better World for All

Source: *statik.tempo.co*

Tujuan Pembelajaran:

Setelah mempelajari Bab 11, siswa dapat melakukan hal-hal sebagai berikut:

3.7 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

4.7 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

A. WARMER: PAIRWORK

PROSEDUR	INSTRUKSI/CATATAN
Task 1: - Guru bersama siswa berdiskusi tentang lagu-lagu (terutama yang berbahasa Inggris) yang menciptakan atau mempengaruhi kondisi emosional seseorang, membuat orang gembira, bersemangat, tenang, atau sedih. - Guru meminta siswa berdiskusi secara berpasangan, setelah itu guru membimbing diskusi kelas. Siswa bertukar pendapat tentang lagu-lagu yang mempengaruhi mood mereka. - Guru bertanya bagian apa dari lagu yang berpengaruh, misalnya apakah liriknya, melodinya, penyanyinya, dsb. Contoh jawaban: *1. We are the Champion by Queen* -> membangkitkan semangat untuk menang dalam suatu pertandingan (olah raga) *2. Dance with My Father by Luther Van Bross…* -> membangkitkan rasa haru terutama pada mereka yang ayahnya sudah meninggal dunia. 3. …	- People say that songs can create our mood. What is mood? - Is there anyone who knows what mood is? (Beri waktu siswa menjawab. Setelah itu guru mengkonfirmasi jawaban siswa). - Mood is temporary state or condition of our mind or feeling, like feeling sad, happy, enthusiastic, religious, angry, etc. - Do you know any song that can create certain mood? What mood can the song induce? - What element of the song induces that certain mood? Is it the melody? Or is it the lyrics? Is it the way the singer sings? - Discuss that in groups.

PROSEDUR	INSTRUKSI/CATATAN
Task 2: Brainstorm – Questioning - Guru menulis di papan judul lagu, Heal the World, dan bertanya kira-kira apa isi lirik lagu tersebut. - Siswa diminta membaca frasa yang disediakan yang merupakan prediksi atas isi lirik lagu. Mereka juga dimotivasi untuk membuat prediksi mereka sendiri berdasarkan interpretasi terhadap judul lagu. - Atau, kalau mereka sudah mengetahui lagu tersebut, mereka bisa diminta untuk memeriksa apakah dari frasa yang tersedia ada yang mencerminkan isi lagu Heal the World. Kalau ada tanyakan yang mana dan mengapa. Kalau tidak ada mereka bisa menambahkan dengan frasa buatan mereka sendiri. Pada intinya Heal the World mengajak kita semua untuk membuat dunia yang penuh masalah ini menjadi tempat yang lebih baik bagi semua dengan cara berbuat baik yang bersumber dari rasa cinta.	- You are going to listen to a song. The title of the song is Heal the World. From the title guess what the lyrics of the song tell about. - Read the possible answers in Task 2. You can also add the list with your own prediction. - Discuss in pairs what the song is probably about and why do you think so. - If you already know the song, check whether some of the phrases provided there already tell what the song is about.

B. LISTENING

PROSEDUR	INSTRUKSI/CATATAN
Task 1: - Guru memperdengarkan rekaman lagu Heal the World. - Sebelumnya Guru meminta siswa untuk membaca lagi Task 2 pada bagian WARMER dan selama menyimak memperhatikan frasa yang mana yang mengandung pesan yang termaktub dalam lirik lagu. Frasa yang relevan dengan isi lagu dicoret atau dilingkari. - Semua jawaban bisa benar tergantung pada argumentasinya. Setelah itu siswa saling bertukar pendapat dan bertanya pada partner diskusinya alasan melingkari suatu frasa. Jawaban yang diharapkan adalah sebagai berikut. **Contoh jawaban:** *1. Caring for other people* *2. Solving world problem* *3. Making peace together* *4. Giving sympathy* *5. Helping each other*	- Now, we are going to listen to the song. While listening, try to catch the message. You can take notes if necessary. - After that, read again the phrases in the previous activity, and circle the phrases which are relevant with the song and tell the reasons. - Do that in pairs first, and then share your opinion with the class. - Let's listen to the song.

6. *The word **heal** implicitly tells that the world is 'sick' because of many problems. Heal the world is an instruction, or request, to do good things to cure the world's sickness or problems.* **Task 2:** - Guru mendorong siswa untuk bertanya tentang hal-hal yang berkaitan dengan lagu. Guru bisa memberi contoh hal-hal yang bisa ditanyakan, seperti siapa penciptanya, kapan diciptakan, perasaan apa yang muncul jika mendengarkan lagu tersebut, dan sebagainya. Guru bisa membuat kegiatan ini seperti permainan dengan meminta setiap pasangan/ kelompok siswa menulis sebuah pertanyaan di secarik kertas kecil. Kertas kemudian dilipat sehingga menjadi seperti lotere.	- When we hear a good song, we may have some questions about the song because we are curious to know some information about it. What can the information be about? (Siswa memberikan pendapatnya). - After you listened to song, Heal the World, what question can you ask about the song? - Now, in pairs, write one question about the song on a piece of paper. Roll the paper and give it to me. - Now, collect the rolled paper. Each pair will take one and answer the question. - If they cannot answer the question, the others will help. If no one can answer the question, then that question will become our homework to solve.

- Kertas dikocok kemudian setiap pasangan atau kelompok mengambil satu kertas, membaca pertanyaan, dan menunjuk pasangan kelompok lain untuk menjawab pertanyaan tersebut. Kelompok yang ditunjuk menjawab. Bila kelompok yang ditunjuk tidak bisa menjawab, semua dipersilakan untuk membantu menjawab. Pertanyaan yang tidak terjawab menjadi PR bagi semua (Guru dan para siswa). Pertanyaan yang harus ada adalah tentang siapa yang menciptakan lagu tersebut. Pencipta lagu dan penyanyi yang mempopulerkan lagu tersebut adalah Michael Jackson. Selain itu perlu juga ada pertanyaan tentang tujuan komunikatif lagu. Contoh jawaban: - The answers depend on the students' answers. The followings are some possible answers: 1. Who sings/sang the song? 2. Who created the song? 3. Is it a sad or happy song? 4. Why is the song very popular? 5. What inspired the creation of the song? 6. What is the communicative purpose of creating or playing a song or music?	

- To entertain people? - To communicate certain message? - To create certain mood? **Task 3:** - Guru meminta siswa membaca lirik rumpang lagu Heal the World. Setelah itu guru memperdengarkan lagu dan siswa mengisi rumpang dengan kata-kata yang tepat. Guru bisa memainkan lagu sekali lagi supaya siswa bisa memeriksa hasil pekerjaannya. Setelah itu jawaban saling dipertukarkan dan siswa saling mengoreksi. Jika terjadi banyak perdebatan atau kesalahan, guru bisa memainkan lagu itu lagi.	- Now, look at the gapped text in task 3. Those lines are the lyrics of the song. I will play the song again and try to fill in the blanks with the words or expression that you hear. - After that, exchange your work with your classmate's sitting next to you. Compare. Are your answer similar or different? Who is right? Why do you think so? - Now, let's listen again to find out the correct answers.

C. VOCABULARY BUILDER

PROSEDUR	INSTRUKSI/CATATAN
- Pada kegiatan ini siswa mencari informasi atau (mengkonfirmasi) makna kata-kata baru yang ditemukan di dalam lirik. - Siswa melakukan itu dengan memeriksa apakah semua kata tersebut telah terpasangkan dengan maknanya secara benar.	- Now, try to find the meaning of some words. Most of the words already match with the meanings. Put a tick when they match, and find two words whose meanings are incorrectly matched.

<table>
<tr>
<td>
- Ada dua kata yang tidak terpasangkan dengan benar, yaitu kata sorrow dan grace yang maknanya saling tertukar.
- Untuk membantu mengidentifikasi makna, siswa bisa diminta untuk mencocokkan makna kata dari kata yang bersangkutan pada konteks frasa atau kalimat di mana kata tersebut dipakai.

1. Sorrow
2. Bliss
3. Dread
4. Conceive
5. Grace
6. Strangle
7. Crucify
8. Glow
9. Plain
10. Entire

a. polite and pleasant
b. perfect happiness or enjoyment
c. to feel worried about something that is going to happen or may happen
d. imagine a particular situation that is going to happen or may happen
e. a feeling of great sadness
f. to limit the growth or development of something
</td>
<td>
- When we hear a good song, we may have some questions about the song because we are curious to know some information about it. What can the information be about? (Siswa memberikan pendapatnya).
- After you listened to song, Heal the World, what question can you ask about the song?
- Now, in pairs, write one question about the song on a piece of paper. Roll the paper and give it to me.
- Now, collect the rolled paper. Each pair will take one and answer the question.
- If they cannot answer the question, the others will help. If no one can answer the question, then that question will become our homework to solve.
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g. go kill someone by crucifying them to a cross *h. a soft steady light* *i. very clear and easy to understand* *j. all of a group, period of time, amount, etc.*	

D. PRONUNCIATION

PROSEDUR	INSTRUKSI/CATATAN
Task 1: - Guru membaca nyaring kata-kata yang ditargetkan untuk menunjukkan atau mengkonfirmasi lafal bunyi kata-kata tersebut. **Task 2:** - Siswa menyanyikan lagu dan memperhatikan pelafalan yang benar.	- Now, let's listen to the song again. Pay attention to the pronunciation of the words you just studied. - Now listen to me reading aloud the words. Repeat after me. - After you learn how to pronounce the words correctly, now it's to sing. - Listen to the song and sing along. Pay attention to the pronunciation.

E. VOCABULARY EXERCISES

PROSEDUR	INSTRUKSI/CATATAN
- Siswa menggunakan makna kata-kata baru pada konteks kalimat baru. Siswa diminta mengerjakan secara individual terlebih dahulu, kemudian mencocokkan secara berpasangan. Setelah itu guru memimpin diskusi kelas untuk memberikan input pada jawaban para siswa. 1. strangles 2. sorrows 3. bliss 4. dread 5. glow 6. sorrow 7. crucified 8. conceive 9. grace 10. entire	- Read again the meanings of some words you studied in Vocabulary Builder activities. - Now, put the words in the context of new sentences. - Understand the message of the sentences first, then decide which word from the list provided can be used to fill in the blanks. - Do this individually first, then discuss your answer in pairs. Discuss any differences. Whose answers are correct and why? - After that, we can check the answers together.

F. WRITING

PROSEDUR	INSTRUKSI/CATATAN
Task 1: - Siswa diminta untuk menuliskan kembali lirik lagu tapi dalam bentuk kalimat yang lengkap. Lirik lagu yang dikutip pada buku siswa tertulis dalam bentuk kalimat yang terpotong-potong. - Untuk memudahkan pemahaman, siswa diminta untuk menuliskan lagu itu kembali dalam bentuk kalimat utuh yang diawali dengan huruf besar dan diakhiri dengan titik. - Kegiatan ini dilakukan secara berpasangan. Setelah selesai, guru meminta siswa untuk saling menukarkan dengan kelompok lain dan membimbing diskusi kelas. Keputusan frasa atau potongan tertentu menjadi kalimat tertentu ditentukan oleh kesatuan atau keutuhan arti atau ide karena kalimat mengekspresikan satu ide lengkap.	- Look at the lyrics of the song written in task 3 of part B Listening. You have filled in the gaps. - Now, rewrite the lyrics in the form of sentences with correct punctuation and capitalization. Look at the examples. - Compare your work with classmates sitting next to you. Discuss any differences. - After that, we will check the answers together.

Task 2: Reading - Guru meminta siswa membaca lagi hasil pekerjaan mereka pada Task 1. Guru memastikan bahwa pekerjaan siswa pada kegiatan tersebut sudah benar. - Setelah itu siswa diminta menjawab pertanyaan bacaan secara berpasangan. - Pada saat mencocokkan jawaban, guru meminta satu pasangan menampilkan jawabannya. Setelah pasangan tersebut selesai menjawab, mereka diminta menyebutkan pasangan lain (satu atau dua pasangan) untuk memberikan komentar atau pendapat atas jawaban tersebut. - Berikutnya pasangan yang memberi komentar boleh menjawab pertanyaan berikutnya dan menyebut pasangan lain untuk memberikan pendapat atas jawaban yang diberikan. Guru mengintervensi jika perlu. Dengan demikian diharapkan interaksi lebih banyak terjadi antarsiswa dan mereka mempraktikkan classroom language.	- Read again the lyrics of the song, the result of doing Task 1. Check whether you have done task 1 correctly. - Now, read the comprehension questions. Then, answer the questions. Discuss the answers in pairs first then in groups. Use English in the discussion. - Let’s check together with the class. (call a pair of students to share their answer, for instance Rini and Rina). - Okay, that is Rini’s and Rina’s answer. Rini and Rina, call a pair of students and ask them to give their opinion about the answer. - (Guru mendorong siswa-siswa lain untuk melakukan interaksi serupa).

Jawaban: 1. *The title describes that the world is sick, plagued with many problems and the song invites us to cure the world's sickness or solve world problems. The composer compares the world with a person or human being who is sick.* 2. *The world has or is plagued with many problems. The lyrics that shows the problems are, for instance:* - There are people dying. - Then why do you keep strangling life, wound this earth, and crucify its soul. 3. *The singer or the composer dreams of a world that is peaceful, with people loving and helping each other; the world in which all people are happy.* ***Some phrases that show that:*** - In this place you will feel there is no hurt or sorrow - This place could be much brighter than tomorrow (brighter symbolizes a good, happy, and successful life) - In this bliss we cannot feel fear or dread. - And the world we once believed in will shine again in grace.	

4. *Caring about, loving, and helping other people, making a little space and the world a better place for all are ways to realize the dream.* ***Some lines show that:*** - If you care enough for the living, make a little space, make a better place. (Make a little space can mean giving chances to other people to do good things for them) - Love is strong. It only cares for joyful giving. If we try (to give something that makes other people happy) we shall see (that) in this bliss we cannot feel fear or dread. 5. *Love in our heart (read the first line and the lines following that -> the first stanza).* 6. *What do you understand about these lines: … make a little space make a better place …. -> Make a little space and make a better place (for other people) can be in the form of giving help, doing good deed, or having good intention, etc.*	

G. SPEAKING

PROSEDUR	INSTRUKSI/CATATAN
Task 1: - Dalam kegiatan ini siswa mengkomunikasikan sesuatu yang mereka pahami tentang lagu tersebut. Mereka bisa melakukannya dengan mencari dan mempresentasikan lagu lain yang liriknya menggugah kesadaran pendengar untuk berbuat baik. Penyajian bisa berupa memutarkan lagu, menunjukkan lirik, dan mengkomunikasikan pemahaman mereka atas lirik tersebut. - Atau, jika mereka sangat menyukai lagu Heal the World mereka bisa menyanyikan lagu ini disertai dengan mimik dan tingkah laku yang merepresentasikan isi lirik lagu. Kegiatan ini dilakukan dalam kelompok yang terdiri atas 3 hingga 4 orang.	- Heal the World shares a message to make people care for creating peace, love, and harmony. - Now, find another song whose lyrics raise people's awareness of the need to do good things. - Prepare to sing, or present the song in class and explain what the song is about. - Or, if you really like the song, you use Heal the World you can choose to sing the song. While singing, act out the messages. Create gestures, or movement that can help deliver the message in the lyrics effectively. - Do the activity in pairs.

Task 2: Project - Dalam kegiatan projek ini guru membangun kepekaan siswa atas kondisi lingkungannya. Dengan menggunakan pertanyaan dalam buku siswa sebagai awalan, guru mendorong siswa menghasilkan pertanyaan lebih banyak. - Setelah itu siswa secara berkelompok memilih pertanyaan yang menarik untuk dicari jawabannya. Setelah memilih pertanyaan, kelompok melakukan investigasi sederhana untuk mendeskripsikan secara detil masalah yang mereka investigasi. - Langkah berikutnya, kelompok memikirkan jalan keluar yang bisa mereka usulkan. Kelompok mengumpulkan tugas yang berisi pertanyaan investigasi, deskripsi masalah yang ditemukan, dan usulan jalan keluar.	- There are many problems in our surrounding, such as our school. Work in groups of four students to identify the problems faced by people around us. - You can use the questions in the student book to start identifying problems. - You can also make your own questions. - Using the questions, begin to explore the problem. Read the examples of the question in the student book. - Do a simple investigation using the question. Then describe the problem you have found. You may need to do observation and interview. - Then discuss a possible solution to the problem. - Present the result of your discussion in front of the class. Your presentation should include the questions, the description of the problem, and the suggested solution.

H. REFLECTION

PROSEDUR	INSTRUKSI/CATATAN
Task 2: Project - Guru membimbing siswa memeriksa tujuan pembelajaran dan menilai apakah tujuan tersebut telah mereka capai. Jika ada yang belum, maka siswa disarankan mengulang mengerjakan kegiatan yang masih dianggap sulit dan dapat berkonsultasi dengan guru atau teman yang dianggap mampu.	*Let's end this learning activity by asking ourselves the following questions:* - *Read the objectives of this chapter.* - *Have you reached the objectives?* - *Why do you think so?* - *What should you do if you think you have not reached the objectives satisfactorily?*

Glossary

abandon (v)	: to leave a place, thing, or person forever
(be) accustomed to (adj)	: familiar with something
aggression (n)	: spoken or physical behavior which is threatening or involves harm to someone or something
amid (preposition)	: in the middle of or surrounded by
appear (v)	: To become noticeable or to be present
assemble (v)	: to come together in one place or bring parts together in a single group
aviation (n)	: the activity of flying aircraft, or of designing, producing and keeping them in a good condition
bait (n)	: a small amount of food on a hook or in a special device used to attract and catch a fish or animal
ban (v)	: to forbid, especially officially
barefoot (adj)	: not wearing any shoes or socks
barn (n)	: a large building on a farm in which hay and grain are kept
belittle (v)	: to make someone or something seem small or unimportant
be enclosed (n)	: to send something in the same envelope or parcel as something else
bliss (n)	: perfect happiness or enjoyment
bittersweet (adj)	: tasting both bitter and sweet
braid (v)	: An act of forming a braid on something
braid (n)	: a thin strip of cloth or twisted threads, which is fixed into clothes, uniforms, or other things made of cloth, as decoration
be suited (adj)	: right for someone or something
breed (n)	: a particular type of animal or plant
cage (n)	: a space surrounded on all sides by bars or wires, in which animals or birds are kept
camouflage (n)	: the way that the color or a shape of an animal or plant appears to mix with its natural

	environment to prevent it from being seen by attackers
captivity (n)	: when a person or animal is kept somewhere and is not allowed to leave
chop (v)	: to cut something into pieces with an axe, knife, or other sharp instrument
coerce (v)	: to persuade someone forcefully to do something when they are unwilling to do
colleagues (n)	: group of people who work together
consideration (n)	: when you give attention to a particular subject or fact when judging something
concern (v)	: something that is important to you, or when something is important
conceive (v)	: to imagine something
container (n)	: a hollow object, such a box or a bottle which can be used for holding something, especially to carry or store it
counterclockwise (adj)	: the opposite direction to the way in which the hands of a clock move around
course (n)	: direction
cozy (adj)	: comfortable and pleasant, especially of a building because small and warm
crucify (v)	: to kill someone by crucifying them to a cross
debris (n)	: broken or torn pieces of something larger
deep-sea (n)	: lowest layer in the ocean
demeaning (v)	: making someone feel ashamed or embarrassed
depict (v)	: to represent or show something in a picture or story
devastating (adj)	: making someone extremely sad
diet (n)	: the food and drink usually eaten or drunk by a person or group
dip (v)	: to put something into a liquid for a short time
dissatisfaction (n)	: lack of satisfaction
distract (v)	: to make someone stop giving attention to something
distinctive (adj)	: characteristic of one person or thing, and so serving to distinguish it from others
domesticate (v)	: to bring animals or plants under human control in order to provide food, power, or companionship

dread (n)	: to feel worried about something that is going to happen or may happen
enrollment (n)	: the action of enrolling or being enrolled
entire (n)	: all of a group, period of time, amount, etc.
faience (n)	: earthenware decorated with opaque colored glazes
fin (n)	: a thin vertical part sticking out of the body especially a fish or an aircraft which helps balance and movement
foal (n)	: a young horse
foolproof (adj)	: (of a plan or machine) so simple and easy to understand that it is unable to go wrong or be used wrongly
gestation (n)	: (the period of) the development of a child or young animals while it is still inside its mother's body
glaze (n)	: to coat with or as if with a glaze
glow (v)	: a soft steady light
grace (n)	: polite and pleasant
hatch (v)	: to (cause an egg to) break in order to allow a young animal to come out
herd (n)	: a large group of animals of the same type that live and feed together
hubbub (n)	: a loud noise, especially caused by a lot of people all talking at the same time
impetus (n)	: something which encourages a particular activity or makes that activity more energetic or effective
inadequate (v)	: not good enough, not big enough, etc. for a particular purpose
incorporate (v)	: to include something as part of something larger
indication (n)	: a sign that something exists, is true, or is likely to happen
instigator (n)	: a person who initiates something
instill (v)	: to teach someone to think, behave, or feel in a particular way over a period of time
interchangeably (adv)	: (of two things) capable of being put or used in the place of each other

isolated (adj)	: not near to other places
lay (v)	: to put something in especially a flat or horizontal position, usually carefully or for a particular purpose
leisure (n)	: the time when you are not working or doing other duties
leopard gecko (n)	: Crepuscular ground-dwelling lizard naturally found in the deserts of Asia and throughout Pakistan, to parts of northern India.
lined baking sheet (n)	: baking sheet lined with foil, parchment paper, a silicone baking mat, or sprayed with cooking spray
loop (v)	: to move in a circular direction that shapes the form of a loop
luster (n)	: the brightness that a shiny surface has
make up (n)	: colored substances used on your face to improve or change your appearance
massive (adj)	: very large in size, amount or number
masterpiece (n)	: A work of art such as painting, film or book which is done or made with great skill, and is often a person's greatest work
melt (adj)	: Having turned soft or into a liquid
mutation (n)	: the way in which genes can change and produce permanent differences
obey (v)	: to act according to what you have been asked or ordered to do by someone in authority or to behave according to a rule, law or instruction
occurrence (n)	: something that happens
ostracize (v)	: refuse to accept someone as a member of the group
owner (n)	: someone who owns something
pedantic (adj)	: giving too much attention to formal rules or small details
plain (n)	: very clear and easy to understand
precede (v)	: to be or go before something or someone in time or space
qualification (n)	: an ability, characteristic, or experience that makes you suitable for a particular job or activity

regulation (n)	: an official rule of the act of controlling
rely on (phrasal verb)	: to need a particular thing or the help and support of someone or something in order to continue, to work correctly or to succeed
to replicate (v)	: doing something again to get the same result again
requirement (n)	: something that you must do, or something you need
researcher (n)	: someone who conducts research, i.e., an organized and systematic investigation into something
resume (n)	: a short written description of your education, qualifications, previous jobs and sometimes also your personal interests, which you send to an employer when you are trying to get a job
retain (v)	: to keep or continue to have something
retaliation (n)	: action against someone who has done something bad to you
sacred (adj)	: considered to be holy and deserving respect, especially because of a connection with a god
scroll (n)	: a decoration that looks like a roll of paper
sculpture (n)	: the art of forming solid objects that represent a thing, person, idea, etc. out of a material such as wood, clay, metal, or stone, or an object made in the way
secure (v)	: to fasten or tie something firmly
semisweet (adj)	: (of food) slightly sweetened, but less so than normal
settlement (n)	: a place where people come to live or the process of settling in such a place
severe (adj)	: causing very great pain, difficulty, worry damage, etc.
sophisticated (adj)	: having a good understanding of the way people behave and / or good knowledge of culture and fashion
sorrow (n)	: a feeling of great sadness
strangle (v)	: to limit the growth or development of something

stir (v) : to mix a liquid or other substance by moving an object such as spoon in a circular pattern

stroll (v) : to walk in a slow relaxed manner, especially for pleasure

stunted (adj) : not developing properly or to full size

submit (v) : to give or offer something for a decision to be made by others

subtle (adj) : not easy to notice or understand unless we pay careful attention

surroundings (n) : the place where someone or something is and the things that are in it

tear down (v) : to destroy something deliberately

tenant (n) : a person who pays rent for the use of land or a building

tentacles (n) : one of the long thin parts like arms of some sea creatures, which are used for feeling and holding things, catching food or moving

throng (v) : to be or go somewhere in very large numbers

tiny (adj) : extremely small

unravel (v) : stop being twisted together

treasure (n) : a very important and valuable object

treat (n) : an event or item that is out of the ordinary and gives great pleasure

turn down (v) : to reject one's request or offer

vessel (n) : a large boat or ship

vie (v) : to compete with other people to achieve or get something

violent (adj) : using force to hurt or attack

visible (adj) : able to be seen

voluntary (adj) : done, made or given willingly, without being forced or paid to do it

waxed paper (n) : paper that is made moisture-proof through the application of wax

whipping cream (n) : cream that has been beaten by a mixer, whisk, or fork until it is light and fluffy

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3. Teaching English Joyfully (2012).
4. Setting Up Your Classroom Lay Out. Dalam A. K. Hakim & M. Syaifuddin (Eds.), Serba-serbi Pengajaran Bahasa: Buku 2. (pp.23-36). (2010).
5. Kiat Sukses Meningkatkan Skor dalam Tes Proficiency (2008).
6. Bermain Bersama Batita: Cara Efektif Mengembangkan Kemampuan Bahasa & Komunikasi (2008).
7. Menanamkan kemampuan bahasa & komunikasi (usia 13-24 bulan) (2007).
8. English for Islamic Studies (2006).
9. Guide for the English Teachers at Islamic Institutes (2006).

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. African American English (AAE) and Slang Used by Jim and Huck Finn in The Adventures of Huckleberry Finn (2014).
2. Mitigated Disagreements Among Indonesian Doctorate Students in an Academic Setting. (2012).

3. Promoting Harmony During Disagreements: A Portrait of Adult Discussions in the Indonesian Context (2012).
4. Incorporating Islamic Messages in The English Teaching in The Indonesian Context. (2012).
5. Responses to Disagreements in Academic Discussions (2012).
6. A Speech Act Analysis of Jane Eyre (2011).
7. English Language Training for Islamic Schools (ELTIS): Trainees' Outlook (2010).
8. Equality Issues in ELTIS Training Materials. (2009).
9. English Language Training for Islamic Schools (ELTIS) (2007).
10. Verbal Disagreeing Strategies and Responses in The Doctorate Classroom Discussion Context at The State University of Malang (2006).

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- **Riwayat pekerjaan/profesi dalam 10 tahun terakhir:**
  1990 – sekarang: dosen Universitas Negeri Malang

- **Riwayat Pendidikan Tinggi dan Tahun Belajar:**
  1. S3: Pendidikan Bahasa Inggris - Universitas Negeri Malang
  2. S2: Educational Theories and Practices, Ohio State University
  3. S1: Pendidikan Bahasa Inggris

- **Judul Buku dan Tahun Terbit (10 Tahun Terakhir):**
  Buku Teks Teks Pelajaran Bahasa Inggris untuk SMA kelas 10 dan 12.

- **Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):**
  The Teaching of English Preparing Students for English National Examination: A Wash-back Study.

Pernah beberapa kali terlibat membantu UNICEF dan USAID mengembangkan modul pelatihan guru dan melatih guru dan pernah menjadi instruktur nasional Kurikulum 2013.

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Bidang Keahlian : Pendidikan bahasa dan literasi (Language and Literacy Education)

Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:

1. 1989 – Sekarang: Dosen Pendidikan Bahasa Inggris UPI, Bandung.
2. 2015 – Sekarang: Kepala Pusat Strategi dan Diplomasi Kebahasaan Badan Pengembangan dan Pembinaan Bahasa, Kemendikbud

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. S3: Faculty of Education/Language, Literacy, and Arts Education Department/ Language and Literacy Education/Melbourne University (2002- 2005)
2. S2: School of Education/Language and Literacy Education/Deakin University, Australia (1995-1996)
3. S1: Fakultas Pendidikan Bahasa dan Seni/Pendidikan Bahasa Inggris Universitas Pendidikan Indonesia (1985–1989)

Judul Buku yang Pernah Ditelaah (10 Tahun Terakhir):

1. 2010-2011: Writing 1 (Modul UT)
2. 2014 : Translation (Modul UT)
3. 2013 : Buku Teks Untuk Pelajaran Bahasa Inggris (When English Rings The Bell, Kelas 7, 8 dan kelas 11). Kemdikbud.

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. 2015: Systemic Functional Linguistic Genre Pedagogy dan Pemberdayaan Guru dan Siswa. Penelitian Unggulan Universitas, Direktorat Jenderal Pendidikan Tinggi. Kemenristek Dikti
2. 2015: Pelatihan Menulis Artikel Jurnal Internasional bagi Dosen. Pengabdian Kepada Masyarakat Berbasis Hasil Penelitian. Program Pengembangan Dosen Universitas Pendidikan Indonesia.
3. 2013-2014. Implementasi dan Pengembangan Pengajaran Berbasis Teks dan Peningkatan Kemampuan Berpikir Kritis dan Berbahasa Mahasiswa Pendidikan Bahasa Inggris. Hibah Penelitian Dari Dirjen Dikti melalui Program Desentralisasi Upi.
4. 2012: Program Visiting Scholar di Universiy Of Technology Sydney. Dana dari Asosisasi Internasional Linguistik Sistemik Fungsioal.
5. 2011: Pelatihan Pengajaran Berbasis Teks bagi Pengawas Bahasa Inggris. Pengabdian kepada Masyarakat Berdasarkan Hasil Penelitian. Program Pengembangan Dosen Upi.
6. 2011: Kemampuan Mahasiswa dalam Note-Taking dan Interpreting. Hibah Bersaing, Dirjen Dikti Kementrian Pendidikan Nasional (Anggota).
7. 2010: Lesson Study dan Pemahaman Guru mengenai Pendekatan Berbasis Genre dalam Pengajaran Bahasa Inggris. Program Lesson Study, Universitas Pendidikan Indonesia.

8. 2010: Implementasi Pendekatan Berbasis Teks dalam Pengajaran Bahasa Inggris di Indonesia. Penelitian Kerja Sama dengan Sydney University. Program Pengembangan Dosen Universitas Pendidikan Indonesia.
9. 2009-2010: Analisis Kemampuan Mahasiswa dalam Menulis Skripsi Berbahasa Inggris Berbasis Teori Linguistik Sistemik Fungsional. Hibah Bersaing, Dirjen Dikti, Kementerian Pendidikan Nasional.
10. 2009 (Nov)-2010 (Feb): Teaching Writing: Developing Critical Learners. Program Academic Recharging B. Dirjen DIKTI. Mendiknas.
11. 2007: Language and Literacy Education in Primary and Secondary Schools in Australia. Penelitian Postdoctoral. Program Endeavour. Department of Education, Science and Technology, Australia.

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Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:

1. Dosen Jurusan Bahasa Inggris, FBS, Unnes: 1980 - sekarang
2. Language Specialist, SEAMEO-RELC, Singapore (2008-2011)
3. Ketua Prodi Bhs. Inggris Program Pascasarjana, Unnes: 2004-2008

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. S3: Macquarie University, Applied Linguistics (1994-1997)
2. S2: Macquarie University, Applied Linguistics (1991-1993)
3. S1: IKIP Malang, Pendidikan Bhs. Inggris (1977-1979)
4. D3: IKIP Jakarta, Pendidikan Bhs. Inggris (1974-1976)

Judul Buku yang Pernah Ditelaah (10 Tahun Terakhir):

1. 2014: Penelaahan Buku Ajar Bahasa Inggris SMA Kurikulum 2013
2. 2015-2016: Penelaahan Buku Ajar Bahasa Inggris SMA Kurikulum 2013
3. 2008-Sekarang. Reviewer Jurnal Internasional RELC, Singapura
4. 2010-2011: Chief Editor Jurnal Internasional RELC, Singapura
5. 2007-2014: Reviewer Jurnal Internasional AsiaTEFL, Seoul, Korea
6. 2015-Sekarang: Anggota Board of Editors Jurnal Internasional Asia TEFL, Seoul, Korea
7. 2008-Sekarang: Reviewer Jurnal Nasional TEFLIN, UM, Malang
8. 2007-Sekarang: Editor Jurnal Language Circle, Unnes, Semarang
9. 2007-Sekarang: Editor Kehormatan Jurnal CELT, Universitas Katolik Soegijapranata, Semarang
10. 2016: Reviewer Jurnal PAROLE, Universitas Diponegoro, Semarang
11. 2013: Penelaah/Penguji Naskah Desertasi Doktor National Australia University

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Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:

1. Dosen S1 Fakultas Ilmu Budaya, Universitas Sebelas Maret Surakarta (1987-Sekarang);
2. Dosen S2 Pascasarjana, Universitas Sebelas Maret Surakarta (1995-Sekarang)
3. Dosen S3 Pascasarjana, Universitas Sebelas Maret Surakarta (2009-Sekarang)

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. S3: Faculty of Education/Language, Literacy, and Arts Education Department/ Language and Literacy Education/Melbourne University (2002- 2005)
2. S2: School of Education/Language and Literacy Education/Deakin University, Australia (1995-1996)
3. S1: Fakultas Pendidikan Bahasa dan Seni/Pendidikan Bahasa Inggris Universitas Pendidikan Indonesia (1985–1989)

Judul Buku yang Pernah Ditelaah (10 Tahun Terakhir):

1. Bahasa Inggris untuk SMP (Puskurbuk, Jakarta, 2007)
2. Bahasa Inggris untuk SMA (Puskurbuk, Jakarta, 2007)
3. Bahasa Inggris untuk SMP (Puskurbuk, Jakarta, 2008)
4. Bahasa Inggris un tuk SMA (Puskurbuk, Cisarua, 2008)
5. Pengantar Linguistik Umum (Universitas Terbuka, Jakarta, 2009)
6. Writing (Universitas Terbuka, Jakarta, 2010)
7. Translation 3 (Universitas Terbuka, Jakarta, 2010)
8. Bahasa Inggris untuk SMP (Puskurbuk, Cisarua, 2011)
9. Bahasa Inggris untuk SMA (Puskurbuk, Cisarua, 2011)
10. Bahasa Inggris untuk SMA (Puskurbuk, Jakarta, 2015/2016)

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Model Genre-Based untuk Penulisan Teks Ilmiah dalam Bahasa Indonesia pada Jurnal Ilmiah (2007)
2. Realisasi Makna Tekstual pada Artikel Ilmiah dalam Bahasa Indonesia pada Jurnal Ilmiah (2010)
3. Posisi Semiotik Genre Makro dan Mikro di dalam Koran dan Majalah di Indonesia (2010), bersama Riyadi Santosa dan M.R. Nababan)
4. Ciri-ciri Keilmiahan Teks Ilmiah dalam Bahasa Indonesia (2012)
5. Pengembangan Model Penulisan Artikel Ilmiah dalam Bahasa Indonesia (2013, bersama Agus Hari Wibowo dan FX. Sawardi)
6. Pengembangan Materi Ajar tentang Penulisan Artikel Ilmiah dalam Bahasa Indonesia (2014, bersama Riyadi Santosa)
7. Sistem dan Struktur Pengetahuan pada Artikel Berbahasa Inggris di Jurnal Internasional (2015, bersama Riyadi Santosa).

Profil Editor

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Bidang Keahlian : Editor Bahasa Inggris

Riwayat Pekerjaan/Profesi dalam 10 Tahun Terakhir:

2007 - sampai sekarang : Editor Bahasa di PT Yudhistira Ghalia Indonesia.

Riwayat Pendidikan Tinggi dan Tahun Belajar:

S1: Sastra Inggris Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret Surakarta (2000– 2006)

Judul Buku yang Pernah Diedit (10 Tahun Terakhir):

1. Exploring English 1 (For Junior High School Grade VII)
2. Exploring English 2 (For Junior High School Grade VIII)
3. Exploring English 3 (For Junior High School Grade IX)
4. Talk Active 1 (English for Senior High School Grade X)
5. Talk Active 2 (English for Senior High School Grade XI)
6. Aku Bisa Basa Jawa 1 (Kelas I SD/MI)
7. Aku Bisa Basa Jawa 2 (Kelas II SD/MI)
8. Aku Bisa Basa Jawa 3 (Kelas III SD/MI)
9. Aku Bisa Basa Jawa 4 (Kelas IV SD/MI)
10. Aku Bisa Basa Jawa 5 (Kelas V SD/MI)
11. Aku Bisa Basa Jawa 6 (Kelas VI SD/MI)
12. Kabeh Bisa Basa Jawa 1 (Kelas X SMA/SMK/MA)
13. Kabeh Bisa Basa Jawa 2 (Kelas XI SMA/SMK/MA)